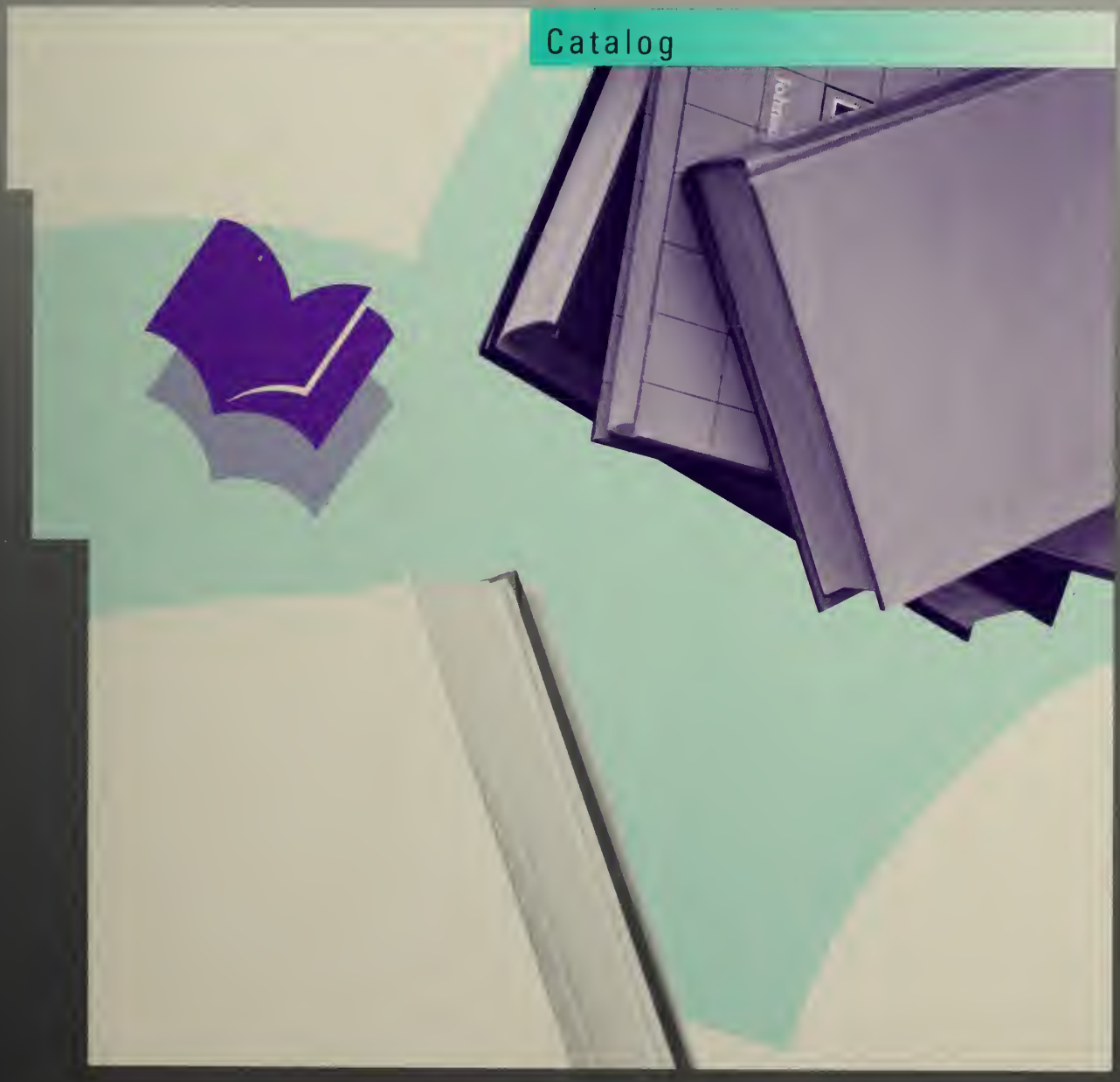
1989–1991

University of Massachusetts at Boston Bulletin

Undergraduate

Catalog



Issued Winter, 1990

UMass Boston

UMB 1-12.4

Undergraduate Catalog 1989-1991

Winter, 1990
Volume 10, Number 2
The University of Massachusetts at Boston Bulletin (U.S.P.S. 566-090) is published quarterly by the University of Massachusetts at Boston, Harbor Campus, Boston, Massachusetts 02125-3393. Second-Class Postage Paid at Boston, MA 02109. Postmaster: send address changes to: The University of Massachusetts at Boston, Harbor Campus, Boston, Massachusetts 02125-3393.

The purpose of this publication is to provide information about the University of Massachusetts at Boston to persons who work and study at the University, to persons who may be interested in applying for admission, and to parents, teachers, counselors, and the general public. THIS PUBLICATION IS NEITHER A CONTRACT NOR AN OFFER TO MAKE A CONTRACT. While every effort has been made to ensure the accuracy of the information in this publication, the University reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided, or any other subject addressed in this publication. The information in this publication is provided solely for the convenience of the reader, and the University expressly disclaims any liability which may otherwise be incurred.

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The University of Massachusetts at Boston is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
The Sanborn House, 15 High Street
Winchester, Massachusetts 01890
617 729-6762

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An Introduction to UMass/Boston

The University

The University of Massachusetts at Boston is a public university, established in 1964 to serve the people of Eastern Massachusetts by providing opportunities for post-secondary education of high quality to students of all cultural and economic backgrounds. The University's faculty is distinguished both for achievement in scholarship and research and for dedication to teaching. Its student body is as diverse and vital as metropolitan Boston itself. UMass/Boston holds to the academic standards of the three-campus University of Massachusetts system, of which it is part. It is no less committed to adapting its programs to the particular needs and circumstances of its urban constituency.

Six academic units grant bachelor's degrees at the University. The College of Arts and Sciences offers students sound training in the liberal arts and prepares them for careers in such fields as law, medicine, and scientific research. The College of Education offers programs in early childhood, elementary, and secondary education. The College of Management offers academic preparation for professional, managerial careers in commerce, industry, government agencies, and other institutions. The curriculum of the College of Nursing leads to the BS degree and entry into professional practice. The College of Public and Community Service prepares students—particularly experienced, older students—for careers in the social services. The Program in Physical Education and Fitness offers specializations for students with a wide range of interests.

Despite differences in perspective, the educational programs of all these academic units of the University are similar in principles and requirements. All UMass/Boston undergraduates must achieve competence in expository writing and critical thinking. All become familiar with traditional academic disciplines and explore ways of applying those disciplines to their own lives and to the world at large. All prepare themselves, through intensive study in particular fields of learning, for careers or for graduate education.

The University itself awards the PhD, the Certificate of Advanced Graduate Study, and the MA, MBA, MEd, and MS degrees. Its graduate studies in more than twenty-five different fields include programs in the central liberal arts disciplines, in business administration, in clinical psychology, in education, in nursing, and in such new or developing areas of study as computer science, gerontology, human services, and environmental sciences. Further information about these programs may be found in the University's *Graduate Studies Bulletin.*

UMass/Boston could neither grow as a university center nor sustain the excellence of its undergraduate programs without relying on the energy, commitment, and intellectual strength of a superior faculty. While the lists of faculty members and their credentials in this catalog show the distinction of the teaching staff's academic training, these lists can only suggest the staff's deep involvement in research and scholarship, the extent of its expertise, and the care and innovation it brings to the development of the curriculum.

Program and course descriptions offer a fuller sense of the University's resources. Undergraduates at UMass/Boston can choose from more than one hundred areas of study, ranging from accounting to ancient Greek, computer science to creative writing, gerontology to women's studies. There are such traditional disciplines as English, history, mathematics, and physics. There are programs that examine single areas from the perspectives of a variety of disciplines —such programs as those in communication, Latin American studies, law and justice, and the study of religion. Some programs, such as those in community planning, human resources management, dance, and medical technology, offer specific preparation for advanced professional training or careers.

At a fine university, scholarship and research are respected, and so is the art of teaching. UMass/Boston's faculty members are committed and accomplished teachers: students and their instructors meet in an atmosphere of academic friendship and concern for individual progress. The University's educational programs invite students to join in the excitement of intellectual exploration and to achieve the satisfactions of personal and professional growth. Academic work at UMass/Boston is demanding —and rewarding.

An Accessible University

The University believes that a good education should be available to anyone who has the desire and potential for academic achievement. The cost of attending UMass/Boston is moderate, and the University makes every effort, through financial aid and part-time employment programs, to bring its offerings within reach of students in need. Most UMass/Boston students must schedule their course work with diverse responsibilities in mind—some students study, hold jobs, and raise families all at once. The University therefore conducts classes between 8:00 am and 10:00 pm, and makes no distinction between daytime and evening ("Extended Day") courses: the same faculty teaches both. The University also enables degree-seeking students to carry part-time course loads and to switch easily between full- and part-time study. The off-campus program of the Division of Continuing Education extends classes outward into the community by offering courses at a variety of off-campus sites in Boston and the suburbs.

Students need not pursue degrees to take advantage of UMass/Boston's offerings. Non-degree-seeking students can enroll in individual courses where space is available, or earn certificates as "certificate students" by completing one- or two-year sequences of course work in a number of fields through a program of study or a career certificate program. High school students can sample university life, while still in high school, by taking introductory courses at UMass/Boston through the Flexible Campus Program.

Many UMass/Boston students are women with families, jobs, or both. The University operates a fully certified Child Development Center, with separate toddler and preschool programs, to aid mothers (and fathers) in caring for young children while they attend classes. Because many students, particularly women, come to UMass/Boston after interrupting their education, the University conducts special programs for returning students. Those who seek help in adjusting to the new demands of college can also find experienced counselors in other offices, as well as peer support groups in which to participate.

Many UMass/Boston students are veterans. Through the William Joiner Center for the Study of War and Social Consequences, the University provides a wide array of services responsive to their needs. These include help with educational benefits through the Office of Veterans Affairs, academic and personal counseling, and tutorial and advocacy services. For complete information on the Joiner Center, see the Student Affairs section of this publication.

For those students of real but unchallenged ability who have been inadequately prepared for college work, and for others who have been away from school long enough to need help in adapting themselves again to academic life, the University offers a battery of services, ranging from intensive pre-freshman instructional programs to readily available tutoring for most courses.

Informational admissions seminars are offered weekly at the University, and the Office of Admissions regularly sends staff members throughout metropolitan Boston to discuss educational opportunities with parents and students. The Admissions Office has developed flexible and convenient admissions procedures, and provides thoughtful counseling, useful information, and prompt admissions decisions to all students interested in attending the University.

Because Boston has a truly international population, the University conducts a program in English as a Second Language to help those who are native speakers of such languages as Spanish, Greek, Chinese, Portuguese, French,

The University

German, Japanese, Vietnamese, and the languages of Africa to progress smoothly through the course work of an American university. Special counselors are available to serve the needs of Spanish-speaking students and Vietnamese-speaking students.

The University believes that a physical and learning disability should not be a barrier to learning. University buildings have all been recently built or remodelled and are accessible to people who use wheelchairs. UMass/Boston operates a Disabled Student Center to advise and assist physically and learning disabled students. The Center provides sign language interpreting services and assistive listening devices; assures that required readings are available in such alternative media as Braille and sign language; and offers students a variety of study aids, including cassette recorders, an Optacon, and a Kurzweil Reading Machine. The Center cooperates with the University's Computing Services Center in the operation of an adaptive computer lab. For complete information on the Disabled Student Center, see the Student Affairs section of this publication.

UMass/Boston is a commuter school. Free shuttle buses run between the JFK/UMass MBTA station and the Harbor Campus, and between the Harbor Campus and the Downtown Center in Park Plaza. Parking space is available at the Harbor Campus in underground garages and outdoor lots.

A University with Impressive Facilities

UMass/Boston occupies two campuses. The College of Public and Community Service is located at the University's Downtown Center at Arlington and Stuart streets in the heart of the city. The College of Arts and Sciences, the College of Management, most College of Education programs, the College of Nursing, and the Program in Physical Education and Fitness are housed at the Harbor Campus, which offers fine facilities for learning and relaxation in a handsome array of buildings on a peninsula three miles south of downtown Boston.

The University's Joseph P. Healey Library at the Harbor Campus houses more than 500,000 carefully selected volumes and currently receives nearly 3,700 domestic and foreign newspapers and journals. It also maintains a growing collection of government documents. A small collection, designed specifically for students and faculty at the College of Public and Community Service, is located on the mezzanine of the Downtown Center. These resources support UMass/Boston's programs at every level. Students, faculty, and staff also benefit from the University's membership in the Boston Library Consortium, whose membership includes ten academic and research libraries in the Greater Boston area.

The Healey Library is centrally located on the Harbor Campus plaza and is easily accessible from the enclosed walkway which connects all campus buildings. Its physical arrangements include comfortable study environments of several descriptions: carrels, tables, and small rooms in which groups of students may study together. Paintings, drawings, books and manuscripts of historical interest, and examples of the printer's art are on display in exhibition areas.

All holdings of both the Healey and the CPCS libraries are entered in the easy to use on-line public access catalog (OPAC) which has replaced the library's card catalog and which is accessible at both the Harbor Campus and at the Downtown Center. This catalog contains a record of every book, journal, government document, and audio tape held by the University Library. From outside the Library, OPAC can be used by anyone who has either a terminal and a modem, or a personal computer with telecommunications software and a modem. On-line bibliographic searching is also available through the Reference Department.

The John F. Kennedy Presidential Library, a public institution established to preserve and make available the documents and memorabilia of President Kennedy and his contemporaries in politics and government, stands on the coastal edge of the Harbor Campus. The Library building, designed by IM Pei, has already become a Boston landmark. The JFK Library shares its impressive archival resources with UMass/Boston students and their instructors through a series of educational programs. An equally impressive range of research opportunities is provided by the nearby Massachusetts Archives and Commonwealth Museum.

University students have access to fine research equipment. The science departments, for example, maintain both teaching laboratories and research laboratories in which students can join with faculty in pursuing full-scale research projects. Biology students can make use of such facilities as electron microscopes and the University's tropical greenhouses and can work at several field stations. Physics students can study in the University's magnetics laboratory or explore the heavens through a telescope housed in an observatory atop the Healey Library.

Both teaching and research at UMass/Boston benefit from the extensive facilities coordinated by the University's Computing Services Center. These include DEC VAX computers, public computing labs providing students with access to terminals and to DEC, IBM, and Apple microcomputers, a sophisticated graphics lab, and an adaptive lab for disabled students. The Center also provides users with access to resources at other Massachusetts public colleges and universities, and connects UMass/Boston through its Bitnet node to institutions of higher education in many parts of the world.

The Catherine Forbes Clark Athletic and Recreation Center—which is open to the public as well as to UMass/Boston students, faculty, and staff—provides a large gymnasium which can accommodate 3,500 spectators for such events as basketball games, a hockey rink with seats for 1,000, and a swimming and diving pool fully equipped for intercollegiate competition. Special gymnasia and equipment are available for dance, gymnastics, boxing, wrestling, martial arts, weight training, and therapeutic exercise. The Harbor Campus is ringed by playing fields, tennis courts, and an eight-lane, 400-meter running track. The University also maintains a small fleet of sailboats and rowing dories.

A University for Students

UMass/Boston has a student newspaper, *The Mass Media*, and a student literary magazine, *Howth Castle*. Students work in a typesetting and composition service, HarborType, and at University-owned WUMB Radio, which operates both a closed circuit campus radio station, WOSR, and a listener-supported public radio station, WUMB-FM, broadcasting to Boston and the South Shore. The Harbor Gallery is student-operated. Movies, concerts, and other cultural events are presented free or at minimal cost by student organizations. INFO, a one-stop communications network and information referral service, keeps the University community abreast of such events.)

A large number of student organizations are officially recognized by the Student Activities Office. The Office's staff administers a more than half- million-dollar trust fund for student activities following the recommendations of the Student Senate. Students also share responsibility for the well-being of the University as a whole, serving in the University-wide Student Senate, in governance bodies at individual Colleges, and on the University's Board of Trustees.

UMass/Boston students can extend their educational experiences beyond the campus in many ways. Students in the College of Public and Community Service pursue field-based learning as part of the College's curriculum; students in the other colleges often participate in cooperative education or internship programs. UMass/Boston students can earn credit for study at more than fifty American universities under the National Student Exchange Program. Students who wish to explore other countries and cultures may do so through an extraordinarily wide range of programs for overseas study. The University of Massachusetts has established exchange agreements with more than twenty foreign universities; UMass/Boston's membership in the International Student Exchange Program adds more than fifty schools to this number.

The University

The University operates a well-staffed Health Service, supported by student fees, which responds to emergencies, supplies care for students with minor medical difficulties, and provides a referral service for students with more extreme problems. The Health Service reviews reports of physical examinations and the medical histories of all entering students to make the University aware of medical problems bearing on their academic programs or athletic activities. (All health records are kept confidential.) Health insurance is available for medical services not offered on campus. Massachusetts law requires that students be covered either by this University-sponsored plan or by another plan.

Students at UMass/Boston can make use of a variety of counseling services. Advisors are ready to help with legal and psychological problems, career planning and job seeking, and problems of particular concern to freshmen, returning students, students considering graduate education, disabled students, and Hispanic students, among others. A Campus Ministry offers regular religious services and an active chaplaincy for members of the Catholic, Jewish, and Protestant faiths.

A University Serving its Community

The research of UMass/Boston's faculty contributes significantly to the well-being of metropolitan Boston. Some faculty members explore questions of immediate relevance to urban policy and action, undertaking studies of such problems as arson, the health needs of Boston's black citizens, the effects of social and economic conditions on the mental health of families, and the energy needs of the elderly. The research of others—into the history of Boston's neighborhoods, labor conditions, and family violence in 19th century Boston, for example—also promises to lead to wiser responses to the problems of the city and its environment.

The University's John W. McCormack Institute of Public Affairs works to promote informed decision-making and to encourage active participation in governmental affairs through both applied research and civic education programs. The Institute sponsors events that bring members of the academic community together with government leaders, conducts widely recognized opinion polls, and issues reports on such matters of concern as the fiscal situation of the City of Boston.

Under the sponsorship of the McCormack Institute, the Boston Urban Observatory advises Boston city officials on such varied matters of public policy as housing, municipal finance and taxation, and transportation. The Institute's New England Resource Center for Higher Education focuses on critical policy issues in both public and private sector higher education. Through its research projects, conferences, and ongoing seminars, the Center provides technical consultation and opportunities for professional development. The Institute also provides administrative and faculty support for the University's Master of Science Program in Public Affairs; and publishes the semiannual New England Journal of Public Policy, whose contributors include practitioners, policy analysts, and academics throughout the region.

The University's Center for Survey Research plays a major role in the study of regional policy issues. In recent years, this Center's reports on race relations in Boston, drunk driving laws, and toxic waste disposal, have informed public debate in Massachusetts and other states.

The College of Education's Institute for Learning and Teaching works with UMass/Boston faculty and with public school teachers, administrators, and parents to improve the quality of elementary, secondary, and post-secondary education in the metropolitan area. The Institute's activities range from tutorial services for students to in-service courses and consultation sessions for practicing teachers, and include research into curriculum and the coordination and brokering of resources within and outside the University.

The Massachusetts Field Center for Teaching and Learning, housed at UMass/Boston, is another valuable resource for the Commonwealth's education community. The Center carries on activities that contribute toward the improvement of schools by involving teachers in such efforts at the policy-making level.

Other members of the metropolitan Boston community are served by a wide range of noncredit courses offered by the Division of Continuing Education in such areas as adolescent counseling, alcoholism treatment services, information technology, and others. The Division also serves the community through the activities of its Office of Educational Telecommunications.

A number of University programs focus on nearby Boston Harbor, which is both a community concern and a community resource. The Urban Harbors Institute studies urban harbor use in New England and elsewhere. It carries on both basic and applied research, acts as a resource for state government, and sponsors a variety of workshops, symposia, and public information programs. The Environmental Sciences PhD Program has taken a leading role in working with both government and private industry toward the improvement of water quality in Boston Harbor. Harbor Explorations is a collaborative project involving the Institute for Learning and Teaching. ILT staff work with Boston area K-12 teachers and their students in a program that includes workshops, a summer institute, curriculum development, and short ocean trips on the Enviro-Lab, a 50-foot oceanographic research vessel.

Other programs also serve to connect the University with its community. The William Joiner Center for the Study of War and Social Consequences carries on a number of activities involving veterans, refugees, and others with particular concerns about the consequences of war.

The William Monroe Trotter Institute for the Study of Black Culture sponsors lectures, research, and public policy forums. Among the Institute's published research is a comprehensive report, "The Emerging Black Community of Boston". Other projects have included fellowships for visiting scholars.

The Gerontology Institute, based in the College of Public and Community Service, conducts conferences, research studies, and education programs addressing the concerns of the aging. The Institute, together with the College's Gerontology Center, is also an important resource for the University's new PhD program in gerontology, only the second such program in the country.

Research leads to service, and metropolitan Boston benefits from service based on the sophisticated research of trained scholars. A faculty involved in research and service involves its students too, readying them for the responsibilities of active citizenship.

UMass/Boston is also growing as a cultural center, not only for its students, but also for its surrounding neighborhood and beyond. Lectures, concerts, theatrical presentations, and special festivals regularly bring residents of greater Boston to the University, and UMass/Boston students and faculty members are deeply engaged—as writers, painters, sculptors, actors, dancers, and musicians—in the artistic life of the city.

The University of Massachusetts at Boston is committed to the ideals of public higher education. Through an excellent faculty, innovative programs, and fine new facilities, UMass/Boston offers its community a multitude of educational opportunities of high quality at moderate cost, and brings the benefits of a major public university to the people of metropolitan Boston and the Commonwealth.

Academic Calendar, 1989–1991

Fall Semester, 1989

Undergraduate Add/Drop Day	August 31	(Thu)
Undergraduate Non-Degree-Seeking Student Registration	August 31	(Thu)
Graduate Registration	August 31	(Thu)
Labor Day (Holiday)	September 4	(Mon)
Classes Begin	September 5	(Tue)
Convocation	September 13	(Wed)
Add/Drop Ends	September 15	(Fri)
Columbus Day (Celebrated)	October 9	(Mon)
Mid-semester	October 16	(Mon)
Pass/Fail Deadline	October 27	(Fri)
Course Withdrawal Deadline	October 27	(Fri)
Veterans Day (Celebrated)	November 10	(Fri)
Thanksgiving Recess	November 23-26	(Thu-Sun)
Classes Resume	November 27	(Mon)
Registration, Spring 1990	November 27-December 1	(Mon-Fri)
Classes End	December 11	(Mon)
Study Period	December 12-14	(Tue-Thu)
Final Exam Period	December 15-21	(Fri-Thu)
Emergency Snow Day	December 22	(Fri)

Spring Semester, 1990

Undergraduate Add/Drop Day	January 31	(Wed)
Undergraduate Non-Degree-Seeking Student Registration	January 31	(Wed)
Graduate Registration	February 1	(Thu)
Emergency Snow Day	February 2	(Fri)
Classes Begin	February 5	(Mon)
Add/Drop Ends	February 9	(Fri)
President's Day (Celebrated)	February 19	(Mon)
Evacuation Day (Celebrated)	March 16	(Fri)
Spring Vacation	March 17-25	(Sat-Sun)
Classes Resume	March 26	(Mon)
Mid-semester	March 26	(Mon)
Pass/Fail Deadline	April 6	(Fri)
Course Withdrawal Deadline	April 6	(Fri)
Patriots Day (Celebrated)	April 16	(Mon)
Registration, Fall 1990	April 30-May 4	(Mon-Fri)
Classes End	May 16	(Wed)
Study Period	May 17-20	(Thu-Sun)
Final Exam Period	May 21-25	(Mon-Fri)

Fall Semester, 1990

Undergraduate Add/Drop Day	August 30	(Thu)
Undergraduate Non-Degree-Seeking Student Registration	August 30	(Thu)
Graduate Registration	August 30	(Thu)
Labor Day (Holiday)	September 3	(Mon)
Classes Begin	September 4	(Tue)
Add/Drop Ends	September 12	(Wed)
Convocation	September 19	(Wed)
Columbus Day (Celebrated)	October 8	(Mon)
Mid-semester	October 22	(Mon)
Pass/Fail Deadline	November 9	(Fri)
Course Withdrawal Deadline	November 9	(Fri)
Veterans Day (Celebrated)	November 12	(Mon)
Thanksgiving Recess	November 22-25	(Thu-Sun)
Classes Resume	November 26	(Mon)
Registration, Spring 1991	November 26-30	(Mon-Fri)
Classes End	December 12	(Wed)
Study Period	December 13-16	(Thu-Sun)
Final Exam Period	December 17-21	(Mon-Fri)
Emergency Snow Day	December 24	(Mon)

Spring Semester, 1991

Undergraduate Add/Drop Day	January 30	(Wed)
Undergraduate Non-Degree-Seeking Student Registration	January 30	(Wed)
Graduate Registration	January 31	(Thu)
Emergency Snow Day	February 1	(Fri)
Classes Begin	February 4	(Mon)
Add/Drop Ends	February 8	(Fri)
President's Day (Celebrated)	February 18	(Mon)
Spring Vacation	March 16-24	(Sat-Sun)
Classes Resume	March 25	(Mon)
Mid-semester	March 25	(Mon)
Pass/Fail Deadline	April 5	(Fri)
Course Withdrawal Deadline	April 5	(Fri)
Patriots Day (Celebrated)	April 15	(Mon)
Registration, Fall 1991	April 29-May 3	(Mon-Fri)
Classes End	May 14	(Tue)
Study Period	May 15-19	(Wed-Sun)
Final Exam Period	May 20-24	(Mon-Fri)

Fall Semester, 1991

Undergraduate Add/Drop Day	August 28	(Wed)
Undergraduate Non-Degree-Seeking-Student Registration	August 28	(Wed)
Graduate Registration	August 29	(Thu)
Labor Day (Holiday)	September 2	(Mon)
Classes Begin	September 3	(Tue)
Add/Drop Ends	September 17	(Tue)
Convocation	September 17	(Tue)
Columbus Day (Celebrated)	October 14	(Mon)
Mid-semester	October 21	(Mon)
Pass/Fail Deadline	November 1	(Fri)
Course Withdrawal Deadline	November 1	(Fri)
Veterans Day (Holiday)	November 11	(Mon)
Thanksgiving Recess	November 28-December 1	(Thu-Sun)
Classes Resume	December 2	(Mon)
Registration, Spring 1992	December 2-6	(Mon-Fri)
Classes End	December 11	(Wed)
Study Period	December 12-15	(Thu-Sun)
Final Exam Period	December 16-20	(Mon-Fri)
Emergency Snow Day	December 23	(Mon)

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Admissions

Admission to the University

The University of Massachusetts at Boston accepts students as freshmen, as transfer students, and as graduate students. Every interested person is encouraged to apply for admission, and all applications will be considered on their own merits. Most undergraduates enter the University directly from high schools or transfer to the University from colleges or other universities; and most submit such evidence as test scores and transcripts in support of their applications. But letters of recommendation, personal statements, and other evidence of motivation and ability can also indicate an applicant's readiness for college-level work. To be an older person, or to have been out of school for several years, do not disqualify anyone from admission to UMass/Boston.

The University offers undergraduate degree programs through the College of Arts and Sciences, the College of Education, the College of Management, the College of Nursing, the College of Public and Community Service, and the Program in Physical Education and Fitness. Interested students should consult the appropriate sections of this catalog for particular information about these academic units of the University. Information about graduate programs may be found in the University's *Graduate Studies Bulletin.*

The University complies with the admissions standards outlined in the *Board of Regents Admissions Standards* policy. This policy stipulates that state universities and colleges must consider, when evaluating a candidate for admission, the combined use of weighted class rank and SAT scores under an eligibility index, and the distribution of academic unit requirements. (See following section.)

The University has set deadline dates for the receipt of the admission application form and all required materials. Be sure to refer to the application packet for the dates for fall and spring semesters, and the different dates for certain programs.

Applications for admission and other informative material may be obtained from the Office of New Student Services, University of Massachusetts at Boston, Harbor Campus, Boston, Massachusetts 02125-3393. Prospective applicants are warmly encouraged to visit the campus, sit in classes, chat with students or faculty, tour the Healey Library and other campus buildings and, if they wish, meet with an admissions counselor. Visits to the campus should be arranged through the Admissions Office (telephone: 287-6100). (Before a changeover scheduled for early 1990, this number was 929-8000.)

Admission to Undergraduate Programs

Applicants for freshman status have usually taken the standard college preparatory program in high school: four years of English, three years of college preparatory mathematics, two years of social science (one being US History) two years of a foreign language, and two science courses involving laboratory work, plus three electives in the above academic areas or in computer science, humanities, or the arts. High school students should take the Scholastic Aptitude Test (SAT) or the American College Test (ACT) as early as possible in their senior year. Older students who have been out of school for three or more years need not submit SAT scores. Applicants for admission to the College of Public and Community Service are not required to take the test, although they may include test scores in their applications if they have them.

Transfer applicants are applicants who have attended another post-secondary institution, regardless of the number of credits earned. All previous academic records should be considered relevant to the admissions process. Transfer applicants should have *official* copies of transcripts for all courses completed at other colleges and universities sent *directly* from the registrars' offices at these institutions to the UMass/Boston Admissions Office. The University is a member of the Commonwealth Transfer Compact, which facilitates admission for graduates of public two-year colleges in the state. For additional information, contact the Admissions Office.

Older students are encouraged to apply. Applicants who have been out of school for at least three years are not required to submit SAT or ACT scores. These applicants are strongly urged to fill out the "supplemental statement" section of the application form. They may also be required to complete a personal statement form, which the Admissions Office will send them if necessary. For applicants who have been out of school for ten or more years, submission of a high school record may be waived, with the permission of the Admissions Office. Older applicants whose native language is not English may be asked to demonstrate proficiency in English.

Applicants who may not meet the standard admission requirements are encouraged to apply to the Developmental Studies Program, a six-week, pre-freshman summer program that provides academic advising, career planning, and personal counseling. Applicants are selected for this program on the basis of academic promise, motivation, and personal background; they must also be US citizens or permanent residents. The Developmental Studies Program assists participants in overcoming their academic disadvantages in relation to other students, and in becoming self-directed learners. An applicant to the Developmental Studies Program must submit the following materials with his or her completed application form:

- Transcripts from any high school or college attended, or a GED Examination report.
- Scores on Scholastic Aptitude or other tests, if any.

After an application with these materials is submitted, the admissions counselor may schedule an interview with the applicant to determine the applicant's interest, motivation and potential for study and the suitability of the Developmental Studies Program for making up his or her academic deficiencies.

Applicants to the Developmental Studies Program may also be requested by the Admissions Office to submit the following documents in order to complete their applications:

- A letter of recommendation.
- A writing sample.
- A test for those students for whom English is a second language.

Applicants to the College of Public and Community Service and the College of Nursing should refer for further information to the sections of this catalog that describe these Colleges in detail.

For all applicants, a completed admissions application with all supporting credentials must be on file with the Admissions Office before a final decision regarding acceptance can be made. The application must include the following:

- Applicants must complete, sign, and date the admissions application form, certifying that the information provided is complete and accurate.
- Applicants with permanent alien residence status must attach a xeroxed copy of their alien resident card (front and back) to the application form.
- A $15 non-refundable application fee ($30 for non-Massachusetts residents) must accompany the application form.
- Official transcripts must be forwarded to the Admissions Office by high school guidance offices or the registrars of *all* college-level institutions attended. (Older students who have been out of school for ten years or more may have submission of their high school transcripts waived, with the permission of the Admissions Office.)

Admission to Undergraduate Programs

- Scholastic Aptitude Test (or American College Test) scores must be submitted by applicants to the College of Arts and Sciences, the College of Education, the College of Management, the College of Nursing, and the Physical Education Program, unless the applicants have earned more than 20 college semester credits. Persons who have been out of school for more than three years may have this requirement waived.

Foreign applicants whose native language is not English should refer to the section below that applies to their admissions test requirements.

In accordance with provisions of the General Laws of Massachusetts, University policy permits residents of Massachusetts who have been diagnosed as developmentally disabled (including those with specific language disabilities, such as dyslexia, but not including those whose sole disability is blindness) to request a waiver of the requirement to submit SAT or ACT scores. To qualify for a waiver, an applicant must submit documentation validating his or her disability. The University may require an alternative mode of assessment in lieu of the standardized test score. For further information, contact the Admissions Office.

Applicants to the College of Public and Community Service are not required to take SAT or ACT tests, although they may include test scores with their applications if they have them. Applicants are required to attend a one-hour Admissions Seminar, for which there is no fee, and should do so before submitting an application for admission. Seminars are held every Tuesday at the College, located on the corner of Arlington and Stuart Streets in Boston, at 9:00 am and at 6:00 pm, in Room 907.

It is, in all cases, the applicant's responsibility to make arrangements to take the appropriate test and to have the results forwarded to the University Admissions Office. Information on test requirements and schedules for test-taking may be obtained from high school counseling offices or the Educational Testing Service, Princeton, NJ. The University's College Entrance Examination Board number is 3924.
Applicants for freshman status are advised to submit complete credentials as soon as possible after the first marking period of their senior year.

An applicant is notified by letter of the action taken on his or her application.

Foreign applicants—who are neither citizens nor permanent residents of the United States—must meet certain special requirements.

- A completed application form, together with the non-refundable application fee of $30 (in US currency) should be received at least six months before the date on which the student wishes to begin school to allow for sufficient time to process the application.
- If official transcripts and other academic records are not in English, they must be sent to the Admissions Office together with an English translation validated by an official public translator.
- Foreign applicants whose native language is not English need not submit SAT or ACT scores. They must, however, establish proficiency in English by achieving a minimum score of 500 on the Test of English as a Foreign Language (TOEFL). For information, write to the TOEFL Program, Box 899, Princeton, New Jersey 08540, USA. *Note: Foreign applicants whose native language is English must submit SAT or ACT scores.*
- A Declaration and Certification of Finances form must be completed. The Admissions Office will send the form to applicants who do not already have one as soon as their applications are received. The form must be completed accurately, and must show that the total funds available to the student to cover his or her full period of study are at least equal to the total estimates of institutional costs and living expenses. Note: each foreign student must pay the non-resident tuition rate for his or her full period of study.
- A Certificate of Eligibility (form I-20A), based on procedures of the Immigration and Naturalization Service for checking the student's financial resources, is issued by the University to the student after the student has been officially admitted by the University.

Note: The University provides foreign students with information about immigration regulations as well as counseling in other matters. For further information, contact the Admissions Office.

Matriculated and Non-Matriculated Students

Undergraduates at UMass/Boston are classified as degree-seeking (matriculated), non-degree-seeking, or certificate students.

Degree-seeking students must first submit applications for admission to the Admissions Office and be admitted before being classified as degree-seeking.

A degree-seeking student may switch between full-time status (twelve credits or more per semester) and part-time status (less than twelve) without difficulty. Degree-seeking students may attend classes either during the day or in the evening.

Degree-seeking students may not switch to non-degree-seeking status until they have graduated.

Non-degree-seeking students enroll in courses on a space-available basis without being admitted to the University. Such registration for individual courses does not in any way imply future admission to the University as a degree-seeking student. Non-degree-seeking students who wish to become degree-seeking students should go through the application process described above; if they are admitted to the University, they may count up to 16 credits earned as a non-degree-seeking student toward a degree, subject to the approval of the appropriate academic dean. They must also seek such approval if they wish to count *more* than 16 credits earned as a non-degree-seeking student toward graduation.

Non-degree-seeking students register for courses through the Office of Registration and Records. They may take all courses in which space is available and for which they meet the prerequisites, and they may carry full- or part-time course loads. For more information on registration for non-degree-seeking students, see the section of this catalog on "Regulations and Procedures."

Non-degree-seeking students are also subject to different retention standards than those applicable to degree-seeking students. For more information, see the Regulations and Procedures section of this publication.

Certificate students take a particular sequence of courses, usually over one or two years, in order to earn a certificate in a certain area of study. Applications for admission to any *program of study* in the College of Arts and Sciences are available at the Office of Registration and Records on the Harbor Campus. Applications for admission to any *special career certificate program* in the College of Public and Community Service are available at the academic center sponsoring that program. All applications should be submitted to the appropriate program director.

Certificate students may enroll on either a part- or a full-time basis. In general, the standards, regulations, and procedures applying to degree-seeking students also apply to certificate students, and certificate students are eligible to apply for some financial aid programs. For more information, see the sections of this publication on Regulations and Procedures, on the College of Arts and Sciences, and on the College of Public and Community Service.

A foreign student on a student visa is not permitted to register as a non-degree-seeking student or as a certificate student. Immigration regulations prohibit such status.

Admission to Undergraduate Programs

Interchange with the University of Massachusetts at Amherst for Boston Students

UMass/Boston students who wish to study at UMass/Amherst may do so as either permanent or temporary interchange students. Permanent interchange students transfer to the Amherst campus, remain, and earn their degrees from UMass/Amherst. They meet UMass/Amherst admission, transfer credit, and graduation requirements, and apply for financial aid through the UMass/Amherst Financial Aid Office. Temporary interchange students from UMass/Boston attend UMass/Amherst for one or two semesters, applying UMass/Amherst credits to UMass/Boston degree requirements. These students should receive all appropriate approvals from their departments and colleges regarding the applicability of UMass/Amherst courses to UMass/Boston degree requirements prior to registration at Amherst. Temporary interchange students receiving financial aid work through the Office of Student Financial Management at the Boston campus. Special UMass/Amherst interchange application forms are available at the UMass/Boston Office of Registration and Records.

Interchange with the University of Massachusetts at Boston for Amherst Students

UMass/Amherst students who wish to enroll at UMass/Boston may do so either as permanent or temporary interchange students. Permanent interchange students transfer to the Boston campus, remain, and earn their degrees from UMass/Boston. They meet UMass/Boston admission, transfer credit, and graduation requirements, and apply for financial aid through the UMass/Boston Office of Student Financial Management. Temporary interchange students from UMass/Amherst attend UMass/Boston for one or two semesters, applying UMass/Boston credits to UMass/Amherst degree requirements. Prior to registration, temporary interchange students should receive all appropriate UMass/Amherst approvals regarding the applicability of UMass/Boston courses to UMass/Amherst degree requirements. Temporary interchange students receiving financial aid work through the financial aid office at the Amherst campus. Special UMass/Boston interchange application forms are available at the UMass/Amherst Admissions Office.

New England Regional Student Program

UMass/Boston participates in the New England Regional Student Program (RSP), which enables New England residents to enroll at reduced tuition rates in out-of-state public colleges and universities in the New England region. These reduced rates apply to degree programs that are not available in the student's own state public institutions. For further information, contact the UMass/Boston Admissions Office.

Summer Sessions

UMass/Boston students may earn credit toward their degrees by taking courses offered by the University during the summer. The variety is wide, and course offerings are chosen with the needs of students in mind. For further information, see the Continuing Education section of this publication or contact the Division of Continuing Education Office.

Tuition, Fees, and Payments

Tuition and Fees, 1989–1990

Important Reminders

Students are not considered registered unless their bills have been paid in full. No time or deferred payments are allowed by the University.

The financial requirements of the University, changing costs, state and legislative action, and other circumstances may require adjustments in the tuition and fees stated or estimated below. The University reserves the right to make such adjustments in these charges as may from time to time be required by the Board of Regents or the Board of Trustees. Students acknowledge this reservation by submitting applications for admission or by registering for classes.

Tuition and application fees are charged at different rates for residents and non-residents of Massachusetts. Prospective students should be sure to refer to the information under "Residency Status" at the end of this section.

Initial Expenses

Application Fee

Each application for admission to the University from a student seeking a degree must be accompanied by a *non-refundable* application fee payment of $15.00 for "qualified" Massachusetts residents; $30.00 for non-residents. Checks should be made payable to *The University of Massachusetts at Boston,* and sent to the Admissions Office along with completed application forms.

Tuition and Fees, Initial Semester

Tuition and fees (as of spring, 1990) for undergraduate degree-seeking and certificate students newly admitted to the University and registered for 12 or more credits total $1,592.00 for residents of Massachusetts, $3,545.00 for nonresidents. These totals include all fees that are mandatory or optional for first-semester degree-seeking students, as well as the Student Health Insurance Plan.

Explanation of Charges

The Board of Regents and the Board of Trustees determine all charges.

Tuition (in-state rate)

As a state institution, the University of Massachusetts at Boston offers a low rate of tuition to all students entering from the Commonwealth. Eligibility for admission under the low residential rate is determined according to a policy established by the Board of Trustees and detailed under "Residency Status" at the end of this section of the catalog.

Mandatory Fees

The *Student Activities Fee* is used to support programs and activities beneficial to students, such as recognized student organizations and the University Cultural Events Committee. The *Health Service Fee* supports the University

Undergraduate Tuition per Semester	**per credit**	**12 or more credits (max.)**
Residents	$63.00	$756.00
Non-residents	$225.75	$2,709.00
Mandatory Fees per Semester	**1-6 credits**	**7 or more credits**
Student Activities	$15.00	$30.00
Health Service	$30.00	$60.00
Athletics	$20.00	$35.00
Identification Card (charged once a year)	$2.00	$2.00
Curriculum Support Fee*	**4-7 credits**	**8 or more credits**
	$150.00	$300.00
Mandatory One-Time Fees Charged Only to Degree-Seeking Students		
Pre-Registration/Orientation	$25.00	$25.00
Recreation	$50.00	$50.00
Commencement	$30.00	$30.00
Yearbook	$20.00	$20.00
Optional Fees	**1-6 credits**	**7 or more credits**
Mass PIRG	$4.00	$4.00
State Student Association	$1.00	$1.00
Voluntary Student Aid Fee	$4.00	$4.00
Mandatory Health Insurance	**1-8 credits**	**9 or more credits**
Student Health Insurance Plan (Please see note for more information)	$325.00	$325.00

*The Curriculum Support Fee for students carrying 1-3 credits is $75.00.

Note for Certificate Students: Tuition, fees, and billing procedures for certificate students are the same as for degree-seeking students, unless otherwise noted.

Note for Non-degree-seeking Students: Non-degree-seeking students pay as they register. They are not billed for the optional Mass PIRG fee, but may elect to pay this fee at the time of registration. Non-degree-seeking students are not charged the one-time Pre-Registration/ Orientation, Commencement, and Recreation Fees, but are charged a one-time registration fee of $25.00.

Note on Health Insurance: Under the provisions of the Massachusetts Health Security Act, students taking at least nine credits who choose not to be covered by the University's health insurance plan must show that they already have equivalent coverage. This regulation applies both to matriculated and to non-matriculated students. Students are charged the fee for the Health Insurance Plan once a year: Information on pro-rated refunds for students withdrawing from the University, or not registering for the spring semester, is available from the University Health Service. For complete information, see the Health Service entry in the Student Affairs section of this publication.

Payment Information

Tuition and Fees

Health Service and its programs. The *Athletics Fee* supports the University Athletics Program. The *Identification Card Fee* is used to support the cost of making identification cards (with photographs); all continuing students are charged this fee each fall, and all new or re-entering students are charged the fee before the first semester of attendance. *The Curriculum Support Fee* assists the University's efforts to maintain the quality and breadth of its educational programs.

Mandatory One-Time Fees Charged Only to Degree-Seeking Students

The *Pre-Registration/Orientation Fee* supports the orientation activities that help new students become acclimated to the University. The *Recreation Fee* is used in support of the University's athletic facilities and recreational programs. Everyone is charged these two fees in his or her first semester as a degree-seeking student. The University's annual commencement exercises and events are intended to be self-supporting: each student is therefore assessed a *Commencement Fee* in the year of his or her graduation. Each student about to graduate is also assessed a *Yearbook Fee*, in the fall semester, which helps pay for the annual yearbook. Other students can also receive the yearbook if they choose to pay this fee.

Optional Fees

Charges for optional fees appear on the bills of degree-seeking students; but these students *may choose not to pay optional fee charges, providing they notify the University before payment for these charges is due.*

The *MassPIRG Fee* supports the Massachusetts Public Interest Research Group, a student-interest advocacy group. The *State Student Association Fee* supports this student-run organization whose projects and programs have been of service to college and university students in Massachusetts. The *Voluntary Student Aid Fee* is part of the University's effort to offset federal cutbacks and the rising cost of higher education by seeking new sources of funding for aid to financially needy UMass/Boston students. No notice of this fee appears on the term bill each student receives from the bursar's office. Those University students wishing to make this voluntary contribution do so by writing "VSAF" on the front or back of this bill, and then adding $4.00 to their total payment.

Health Insurance

The Student Health Insurance Plan provides coverage for health, medical, and surgical care during a twelve month period for injuries or illness during the school year, holidays, and summer vacation. Students who register for the fall semester have only one opportunity to enter or reject this program each year; it is offered on spring semester bills to new spring registrants only. Non-degree-seeking students who wish coverage through the program must pay the fee before the end of the add/drop period. Dependents of married students are not covered under this plan. Coverage for dependents is available at additional cost; students wishing such coverage should inquire at the University Health Service. *Please note: Under the provisions of the Massachusetts Health Security Act, students taking at least nine credits who choose not to be covered by the University's Student Health Insurance Plan must show that they already have equivalent coverage. This regulation applies both to matriculated and to non-matriculated students. For complete information, see the Health Service entry in the Student Affairs section of this publication.*

The Bursar's Office

The Bursar's Office handles payments of tuition and fees, and distributes checks to students receiving refunds or University financial aid. (The Bursar's Office will begin to distribute these checks about five weeks after the start of each semester. Checks must be picked up by their recipients at the Bursar's Office.) Location: second floor of Administration Building. Telephone: 287-5350. (Before a changeover scheduled for early 1990, this number was 929-7150.) Teller hours: weekdays, 9:00 am to 3:30 pm.

Payment Policy

University policy requires that no registration be considered complete until the semester charges are paid in full. Charges are computed on the basis of courses/programs for which students are registered. Initial bills are sent in July (for the fall semester) and in December (for the spring semester) to all students who have already registered.

Late registrants are billed after the add/drop period. *Note: Non-degree-seeking students must pay in full at the time of registration.* Follow-up billings will be made periodically, reflecting any additional charges, payments, or credits that have occurred within the semester period. Each student must pay all charges in full prior to the due date indicated on the initial bill to avoid late charges or cancellation of registration and financial aid. No time or deferred payments are allowed by the University.

Overdue accounts will be considered sufficient cause for cancellation of registration, as University regulations prohibit final registration, graduation, or granting of credit for any student whose account with the University is unpaid. *Any delinquent accounts will be cause for Administrative Withdrawal and must be paid prior to readmission to the University.* Unpaid accounts will be referred for collection action, to include collection costs of 33% added to the outstanding bill.

Payment Information

Important Reminder for Financial Aid Recipients

It is the responsibility of all students receiving financial aid from sources other than the University to see that the University is adequately notified before bills are prepared. Credits for known scholarships are reflected in the bills; credit cannot be given for a scholarship award unless the bursar has been presented with proof from the donor that the award has been made. If a student's bill does not show credit for an award the student should contact the source of the scholarship to be sure that such evidence has been, or will be, presented to the bursar.

Late Payment Fee

Any student who does not make full payment of his or her charges by the date specified on the bill in which the charges are initially listed will be required to pay a late payment fee of $25.00.

Late Registration Fee

The registration period for any given semester is usually scheduled to take place near the end of the preceding semester. Continuing degree-seeking students and certificate students should register during this period: those who do not will be charged a late registration fee of $25.00.

For new, readmitted, or non-degree-seeking students, the deadline for registering before being charged the $25.00 late registration fee is the last day of the add/drop period scheduled at the *beginning* of the semester during which they wish to take courses.

Tuition and Fee Refunds

A student who voluntarily withdraws from the University for any reason before the sixth week of a semester will be granted a refund or reduction of tuition and some fees according to the schedule below. *Note: Failure to attend does not constitute withdrawal.* To withdraw, a student must confer with an advisor in the office of the appropriate program director or dean, and bring a *completed withdrawal form* from that office to the Office of Registration and Records. The Office of Registration and Records will establish the effective date of withdrawal.

After the add/drop period, no refunds will be given for course load reductions. Students withdrawing completely from the University before the sixth week of a semester, and receiving grades of "W" for all courses, will receive refunds. No refunds will be disbursed in other cases where grades of "W" are given. No refunds will be given in cases where academic credit is awarded, or in cases where grades of "NA" are given.

If a financial aid recipient withdraws from the University, his or her refund will first be applied to the reimbursement of scholarship or loan funds (up to the full amount of the scholarship or loan); any remaining amount will then be refunded to the student or parent. A student who is suspended or expelled from the University for disciplinary reasons forfeits all right to a refund. The application fee, and the Pre-Registration/Orientation and Recreation Fees required of new students are not refundable. A student who has not paid in advance must still pay the amount which remains due after the charges are reduced.

Refund/Reduction Schedule*

	Amount Refunded If Advance Payment Has Been Made	Amount Owed If No Payment Has Been Made
A. Before the beginning of the semester (Add/Drop Day)	100%	0%
B. Within the first two weeks of the semester	80%	20%
C. During the third week	60%	40%
D. During the fourth week	40%	60%
E. During the fifth week	20%	80%
F. After the fifth week	no refund	100%

*Does not apply to Continuing Education or Summer Session refunds.

Residency Status

These rules and regulations shall apply to the classification of students at the University of Massachusetts as Massachusetts or non-Massachusetts students for tuition purposes.

Part I. Definitions

1.1 **Academic Period**—a term or semester in an academic year or a summer session, as prescribed by the Board of Trustees or under their authority.

1.2 **Continuous Attendance**—enrollment at the University for the normal academic year in each calendar year, or the appropriate portion or portions of such academic year as prescribed by the Board of Trustees or under their authority.

1.3 **Emancipated Person**—a person who has attained the age of 18 years and is financially independent of his or her parents, or if under 18 years of age, (a) whose parents have entirely surrendered the right to the care, custody and earnings of such person and who no longer are under any legal obligation to support or maintain such person; or (b) a person who is legally married; or (c) a person who has no parent. If none of the aforesaid definitions applies, said person shall be deemed an "unemancipated person."

1.4 **Parent**

a. the person's father and mother, jointly;

b. if the person's father is deceased, the person's mother; if the person's mother is deceased, the person's father;

c. if neither the father nor mother is living and no legal guardian has been appointed, the person who then stands *in loco parentis* to the person;

d. if the father and mother are divorced, separated or unmarried, the parent who has been awarded legal custody of the person; if legal custody has not been awarded, the parent with whom the person lives.

With respect to any adopted student the word "adoptive" should be inserted before the words "father" and "mother" wherever used.

1.5 **"Reside", "residency"** or **"resident"** — shall mean "domicile", habitation, where he or she intends to remain permanently.

Residency Status

Part II. Classification

2.1 For the purpose of assessing tuition and fees, each student shall be classified as a "Massachusetts resident" or a "Non-Massachusetts resident."A person shall be classified as a Massachusetts resident if he or she (or the parent of an unemancipated student) shall have resided in the Commonwealth of Massachusetts for purposes other than attending an educational institution for twelve months immediately preceding the student's entry or re-entry as a student.

Physical presence for this entire twelve-month period need not be required as long as the conduct of the individual, taken in total, manifests an intention to make Massachusetts his or her permanent dwelling place.

Part III. Determination of Residency

3.1 Proof of Residency

a. Each case will be decided on the basis of all facts submitted with qualitative rather than quantitative emphasis. A number of factors are required to determine the intention of the person to maintain permanent residency in Massachusetts. No single index is decisive. The burden of proof rests on the student seeking classification as a Massachusetts resident.

b. The following shall be primary indicia of residency:

1. For unemancipated persons, the residency of parents, having custody, within Massachusetts;
2. Certified copies of federal and state income tax returns;
3. Permanent employment in a position not normally filled by a student;
4. Reliance on Massachusetts sources for financial support;
5. Former residency in Massachusetts and maintenance of significant connections there while absent.

c. The following shall be secondary indicia of residency, to be considered of less weight than the indicia listed above in subsection b:

1. Continuous physical presence in Massachusetts during periods when not an enrolled student;
2. Military home of record;
3. All other material of whatever kind or source which may have a bearing on determining residency.

3.2 Proof of Emancipation

A student asserting that he or she is an emancipated person shall furnish evidence to support such assertion. Such evidence may include:

a. Birth certificate or any other legal document that shows place and date of birth;

b. Legal guardianship papers—court appointment and termination must be submitted;

c. Statements of the person, his or her parent(s), guardian(s), or others certifying no financial support;

d. Certified copies of federal and state income tax returns filed by the person and his or her parent(s);

e. Where none of the foregoing can be provided, an affidavit of the emancipated person in explanation thereof and stating fully the grounds supporting the claim of emancipation.

3.3 Presumptions, etc.

a. Residency is not acquired by mere physical presence in Massachusetts while the person is enrolled in an institution of higher education (see section 2.1).

b. A person having his or her residency elsewhere than in Massachusetts shall not be eligible for classification as a Massachusetts resident for tuition purposes, except as herein provided.

1. Any person who is registered at the University as a Massachusetts resident shall be eligible for continued classification as a Massachusetts resident for tuition purposes (until attainment of the degree for which he or she is enrolled) during continuous attendance at the institution.
2. The spouse of any person who is classified or is eligible for classification as a "Massachusetts resident" is likewise eligible for classification as a "Massachusetts resident." This provision will not apply in the case of a spouse in the United States on a non-immigrant visa.
3. A person who is an immigrant/permanent resident of the United States (or has applied for such status) is eligible to be considered for Massachusetts residency for tuition purposes provided that he or she meets the same requirements for establishing residency in Massachusetts as are required of a United States citizen. Non-citizens who are in (or who have applied for) refugee/asylum status are likewise eligible to be considered for Massachusetts residency for tuition purposes provided that he or she meets the same requirements for establishing residency in Massachusetts as are required of a United States citizen. All non-citizens must provide appropriate documentation to verify their status with the United States Immigration and Naturalization Service.
4. Those students whose higher educational pursuits are funded by the Department of Welfare, the Massachusetts Rehabilitation Department, or any of the other Commonwealth of Massachusetts public assistance programs.

c. A person does not gain or lose in-state status solely by reason of his or her presence in any state or country while a member of the Armed Forces of the United States.

d. For the purposes of this policy the following persons shall be presumed to be Massachusetts residents:

1. A member of the Armed Forces of the United States who is stationed in Massachusetts on active duty pursuant to military orders, his or her spouse and dependent students.
2. Full time faculty, professional staff, and classified staff employees of the University of Massachusetts system and their spouses and dependent students.

Part IV. Appeals

Any student or applicant who is unwilling to accept the initial ruling relative to his or her residency classification may file a "Residency Reclassification Form."

Any student or applicant who is unwilling to accept the ruling relative to his or her residency *reclassification* may submit an appeal to the University's Residency Appeal Committee. The decision by this Committee is final and may not be appealed further.

In any case where the Admissions Office is unable to make an initial determination based on the evidence submitted, the applicant may be required to submit a "Residency Reclassification Form" to the Admissions Office for their review before being finally classified as a resident or a non-resident.

Part V. Penalties

Misrepresentation in or omission of any evidence submitted with respect to any fact, which if correctly or completely stated would be grounds to deny classification as a Massachusetts resident, shall be cause for exclusion or expulsion from or other disciplinary action by the University.

Financial Aid

General Information for Undergraduate Students

Available Aid

All degree-seeking students who are US citizens (or eligible non-citizens) may apply for financial aid. Through its Office of Student Financial Management, the University administers financial aid funds from several sources. Each aid program has specific eligibility standards: a student may be eligible for some kinds of aid, though not for others. Undergraduates carrying fewer than twelve credits may be awarded aid at less than the full rate for which they would otherwise be eligible. A minimum of six credit hours is required for all aid programs with the following exceptions: for the *Part Time Student Grant*, the minimum is three credit hours; for the *Massachusetts State Scholarship Program*, the minimum is twelve credit hours; and for the *Pell Grant*, students are eligible if, depending on certain other factors, they are registered for three to five credits.

Students who are non-residents of Massachusetts are eligible to apply *only* for federally-funded aid programs.

Foreign students are not eligible to apply for financial aid.

Some certificate students are eligible for some forms of financial aid; further information is available from the Office of Student Financial Management at 617 287-6300. (Before a changeover scheduled for early 1990, this number was 929-7210.)

Some non-degree-seeking students are eligible to apply for the Part Time Student Grant Program, but not for other forms of financial aid.

Through the application process, students learn whether or not they are eligible for aid and, if they are eligible, the kinds and amounts of aid for which they qualify. The process is designed to give the Office of Student Financial Management all the information needed for making equitable awards. The process works properly only if applicants cooperate by carefully following all instructions, providing all information requested, and meeting all deadlines.

Information and application forms are available from the Office of Student Financial Management on the first floor of the Administration Building. Hours: Mondays through Thursdays, 8:30 am to 7:00 pm; Fridays, 10:00 am to 5:00 pm. Telephone: 617 287-6300. (Before a changeover scheduled for early 1990, this number was 929-7210.)

Note: All eligible students have the right to apply for financial aid and must be considered fairly and equally, without regard to race, color, sex, age, religion, national origin, sexual orientation or preference, handicap condition, or veteran status.

A complete list of other student rights and responsibilities in connection with financial aid may be found in the Regulations and Procedures section of this publication.

Application Filing Dates

For Returning Upperclass Students

March 15: When applications are completed by this date, awards can be made before fall tuition and fee payments are due (early August), provided all supporting documents are received in the Office of Student Financial Management by the dates specified on students' award letters. Awards received during this period may be entered on and deducted from fall semester bills.

Students may apply after March 15 for Stafford Loans (formerly Guaranteed Student Loans), Pell Grants, and other aid, if it is available, for the fall semester. During the month of November, enrolled students may also apply for reconsideration for institutional financial aid, provided funds remain available.

Please note: Students are strongly encouraged to apply before March 15th, since not all types of aid may be available later in the year.

For New Freshmen and New Transfer Students

Although no specific deadline has been established for such students they *should* apply for financial aid and admission at the same time.

The following list describes all student aid programs for undergraduates administered directly and indirectly by the Office of Student Financial Management.

Federal Programs

Pell Grants assist low and middle income dependent and independent students in meeting the basic costs of attending college. In 1989-1990, the grants (awards) range from about $200 to about $2,300 depending on eligibility.

Since the Pell Grant is awarded directly to the student (who receives a Student Aid Report, or SAR, as notification), it is the student's responsibility to see that the SAR is transmitted to the Office of Financial Management for processing. When the Office receives this SAR, the student is credited with the amount of the award. The amount the student owes the University will be reduced by the Pell award amount; or, if all University bills have been paid, the student will receive any surplus in check form after certification of semester registration (about one month after the semester begins).

Remember: all undergraduates applying for financial aid must apply for Pell Grants. First time Pell applicants may receive a Pell Grant for the full-time equivalent of 5 academic years.

Supplemental Educational Opportunity Grants (SEOG) are awarded by the Office of Student Financial Management to students who have the highest demonstrated financial need.

Perkins Loans (formerly National Direct Student Loans) are made to assist students who have demonstrated financial need. Each loan is made through the office of Student Financial Management. Students must sign promissory notes before the loans can be processed. The loans must be repaid at 5% interest starting six months after graduation or termination of enrollment. A total of $18,000 may be borrowed to support undergraduate and graduate education.

The *College Work-Study Program (CWS)* provides help to the neediest students through earnings from employment. Work-study awards are made by the Office of Student Financial Management. Under the work-study program, the Office arranges for jobs on and off campus. Students may work both while school is in session and during intersession and the summer. Many departments and offices at the University employ work-study students through the year; students may also be able to secure jobs with

Available Aid

agencies off campus. The amount of a student's work-study award is a maximum limit and not a guarantee that the student will earn that amount. Students must earn awards through hourly employment. These funds cannot be credited to tuition bills.

The Stafford Loan (formerly Guaranteed Student Loan) Program is operated through banks and other private lending institutions and is designed to help students who demonstrate financial need. Repayments of Stafford loans must start six months after graduation or termination of enrollment. The annual interest, at the rate of 8% for new borrowers or 9% for renewal applicants, will be paid by the federal government while the student is in school and during the six month grace period. Stafford loans are made by private lending institutions and not by the University. The amounts of the loans are $2,625 per academic year for the first two years of undergraduate study and $4,000 per academic year for subsequent undergraduate study. Graduate students may borrow up to $7,500 per academic year.

Parent Loans for Undergraduate Students (PLUS loans) may be made by banks and other private lending institutions. Such loans may be in amounts of up to $4,000 per academic year, to a maximum of $20,000. Parents must begin to repay the loans, at 12% interest, 60 days after disbursement.

Supplemental Loans for Students (SLS) may be made by banks and other private lending institutions. Borrowers must be eligible independent students enrolled at least half time. The loans are guaranteed by the Massachusetts Higher Education Assistance Corporation. Students may borrow up to $4,000 per academic year to a maximum of $20,000.

Commonwealth of Massachusetts Programs

For Residents of Massachusetts

Massachusetts State Scholarships are awarded by the Massachusetts Board of Regents. While the awards are made chiefly to low-income students, some scholarships are also awarded for academic proficiency or promise. Scholarship recipients must be registered for 12 or more credits per semester. Each scholarship is available for eight semesters only.

To apply for a Massachusetts State Scholarship, follow the instructions on the Massachusetts Financial Aid Form (MFAF), which is submitted to Princeton, NJ, for processing.

Part Time Student Grants are made through the Office of Student Financial Management to students who demonstrate need and are registered for 3-11 credits.

University of Massachusetts Programs

University Student Scholarships (USS) assist undergraduate residents of Massachusetts who demonstrate need. Funds are granted annually by the state legislature to the University to support these scholarships; they are awarded through the Office of Student Financial Management.

Disadvantaged Student Scholarships (DVD) assist undergraduate residents of Massachusetts from disadvantaged backgrounds. These scholarships are also supported by annual grants made to the University by the state legislature, and awarded through the Office of Student Financial Management.

UMass/Boston Tuition Waivers (TW) eliminate or reduce the need for paying tuition to attend the University. They have been authorized by the Board of Regents for undergraduate in-state students who demonstrate financial need. UMass/Boston Tuition Waivers are awarded through the Office of Student Financial Management.

Tuition Waivers Not Based on Need

Senior Citizen Tuition and Fee Waivers are available to students over 60 on a per course basis.

Most state employees are also candidates for tuition waivers. They need not be admitted to a degree-granting program. They will receive a full tuition waiver for all state-supported day and evening courses taken at the Harbor Campus or Downtown Center of UMass/Boston, and at certain additional sites, providing they submit, for each semester they are enrolled, a "Certificate of Eligibility for Tuition Remission" form. Employees enrolling in continuing education courses located at satellite centers and in summer session courses will receive 50% of the tuition waiver.

State employees wishing to determine if they are eligible for a tuition waiver should contact their personnel office.

Veterans are awarded tuition waivers if they were enlisted or drafted from the Commonwealth of Massachusetts. Veterans must have been on active duty between February 1, 1955, and May 7, 1975, in a regular branch of the armed forces, and must have served 180 days of active duty. All eligible veterans may receive a tuition waiver for a total of 130 credit hours.

All members of the *National Guard* are also eligible to pursue degrees or to take most individual courses tuition free. Applications are available from commanding officers.

Please note: Except in the case of senior citizens, tuition waivers apply to the cost of tuition only, and not to fees.

Special Scholarships for New Students Administered by UMass/Boston

In addition to federal and state programs for awarding aid according to financial need, the University also administers six scholarship programs recognizing academic achievement and promise. Five of these are open to Massachusetts residents only; the sixth (the University Community Scholarships for Adult Learners) is open to both in-state and out-of-state applicants.

Chancellor's Scholarships for Excellence

Thirty Chancellor's Scholarships for Excellence are awarded each year to degree-seeking students entering the University in the fall semester. The scholarships cover all tuition costs for a maximum of four years (or the equivalent if a student is studying part-time). To be eligible for consideration, applicants must:

1. have achieved academic standing in the top 5% of their high school graduating classes; *or*
2. have demonstrated intellectual and academic accomplishment of comparable distinction (if rank-in-class is not available or meaningful or if the applicant could be considered a non-traditional student); *or*
3. excel in the arts; *or*
4. have demonstrated outstanding talent for and commitment to community service.

Each applicant will be expected to submit an autobiographical statement, three letters of recommendation, an official copy of his or her academic record, and appropriate evidence of accomplishment. Applications will be considered during two review periods. Applicants not selected during the first review period may be reconsidered during the second; applicants missing the first deadline date will be considered during the second review period. Deadline dates: first review—March 1; second review—July 15. Interested persons should obtain further information from the Scholarship Coordinator in the office of the Dean of Enrollment Services.

Available Aid

The William M Bulger Award and Scholarship Program

In honor of Senator William M Bulger, the University of Massachusetts Board of Trustees has established the William M Bulger Award and Scholarship Program, to provide recognition and encouragement for students who exemplify Senator Bulger's philosophy of perseverance in pursuit of educational and personal goals. Nominees chosen by secondary school principals and headmasters receive awards of recognition; one of those nominees is further selected to receive the Bulger Scholarship, a four-year full tuition scholarship to the University.

Headmasters and high school principals of Boston public and private high schools should select one nominee who meets the standards described above and submit the name of that nominee to the Scholarship Coordinator with the following:

1. An official copy of the student's academic record.
2. Three letters of recommendation, one of which should be by the nominating headmaster/principal.
3. A typed autobiographical essay by the nominee (no longer than 1000 words).
4. An essay by the nominee, of 500 to 1000 words, addressing the topic "What a College Education Means to Me," or "A College Education—Is It Valuable?"

All nominees must have made formal application to the University of Massachusetts at Boston. The deadline for nomination for the scholarship and receipt of all application materials is March 15.

For further information, interested persons should contact the Scholarship Coordinator in the office of the Dean of Enrollment Services.

Each nominee will be eligible for the scholarship, and will automatically receive a book award. The scholarship recipient will be selected from this group of nominees.

The Taylor Outstanding Scholars (formerly Boston Globe-UMass/Boston Outstanding Student Scholarships) Program

The John I Taylor and William Davis Taylor Outstanding Scholars Program was established in order to provide "ranking and fiscally deserving" students in Boston public high schools with scholarships to the University of Massachusetts at Boston.

One graduate annually from each of Boston's 18 public high schools is nominated by the school's headmaster to receive a four-year full tuition scholarship to the University. Those attending part-time receive an equivalent award, spread out over a longer period, for as long as they maintain continuous enrollment. The program's recipients are expected to meet the following criteria:

1. They will have applied and been admitted to the University of Massachusetts at Boston.
2. They will be graduates of Boston public high schools.
3. They will have shown, in their high school academic records, a strong potential for academic success at the college level.
4. They will have demonstrated a high level of student citizenship during their high school years.

Nominations for Taylor Outstanding Scholars must be made each year by June 1st. For further information, interested persons should contact the Scholarship Coordinator in the office of the Dean of Enrollment Services.

The Foster Furcolo Scholarship Program

This program was established in honor of former Massachusetts governor Foster Furcolo (1957-1960), who played a major role in the creation of the public community college system of the Commonwealth. Through this program, the University provides each year the equivalent of a full two-year tuition scholarship to one entering transfer student from each of the public community colleges in the Commonwealth. Each recipient, to be nominated by the president of his or her institution, is expected to meet the following criteria:

1. They will have completed the associate's degree.
2. They will have achieved a cumulative grade point average of at least 3.50.
3. They will exemplify the success of the community college system in fulfilling the educational mission envisioned by Governor Furcolo.
4. They will have applied and been accepted to the University of Massachusetts at Boston.

For further information, interested persons should contact the Scholarship Coordinator in the office of the Dean of Enrollment Services.

The Samuel B Brehm Scholarship Program

The Samuel B Brehm Scholarship Fund was established to encourage students in Boston public high schools to pursue a college education. Several four-year full tuition scholarships to UMass/Boston are awarded annually. For further information, interested persons should contact the Scholarship Coordinator in the office of the Dean of Enrollment Services.

University Community Scholarships for Adult Learners

Two scholarships are awarded each year to adult learners who will be entering UMass/Boston in the fall, as undergraduate or graduate students, either full- or part-time.

The University Community Scholarships provide full tuition, fees, and up to $350.00 annually for books, until the desired degree is completed, on condition that the recipient maintain good academic standing and remain continuously enrolled in the University.

To be eligible for consideration, an applicant must submit the following:

A typed autobiographical essay of no more than 1,000 words.

A résumé.

Three letters of recommendation.

An essay on his or her goals and objectives in returning to school.

In addition, a completed admissions application and appropriate credentials must be submitted to the UMass/Boston Admissions Office.

The deadline date for submitting all materials is May 1st. For further information, please contact the Office of Enrollment Services.

Special IBTW Scholarships

IBTW (International Brotherhood of Telephone Workers) Scholarships assist sons and daughters of IBTW Local #1 members. A student's parent must have been a member of Local #1 when the program was established (1970). The Office of Student Financial Management has a listing of eligible members. $3,500 is available annually.

How Awards Are Made

Available Aid

Special Scholarships and Tuition Waivers Administered for Currently Enrolled Students

The Voluntary Student Aid Fund: for students who have completed 24 or more semester hours (or ten or more competencies) and are enrolled at least half-time. A minimum GPA of 3.0 or equivalent is required.

The Fine Grant: for students who have completed 24 or more semester hours (or ten or more competencies) and are enrolled at least half-time. A minimum GPA of 3.0 or equivalent is required.

The Faculty-Staff Union Scholarship: for currently enrolled full-time graduate or undergraduate students making satisfactory academic progress and maintaining a 3.0 or equivalent GPA.

Please note that there are special deadline dates for all these programs. Further information is available from the Office of Student Financial Management at 617 287-6300. (Before a changeover scheduled for early 1990, this number was 929-7210.)

The Talent Tuition Waiver: for currently enrolled undergraduates who have successfully completed a minimum of 24 credits or equivalent in competencies and have a GPA of 3.0 or its equivalent. Applicants must be registered at least half-time. Please note that there are special deadline dates and that demonstrated financial need is not a criterion for the Talent Tuition Waiver. However, the amount of the waiver cannot exceed a recipient's financial need when a student has been awarded campus-based federal or state funds. For further information, contact departmental faculty, dean, or chairperson.

"Need" and the Purpose of Financial Aid

The Office of Student Financial Management awards financial aid in compliance with federal, state, and University rules and regulations that are based on the concept of "need." Simply defined, "need" is *the difference between the average cost of attending a college and the reasonable ability of the student and/or parents to meet that cost.* In order to assure fairness and equal treatment for all students and families in assessing financial need, all colleges and universities subscribe to an independent agency that analyzes the financial status of the student and the parents on a uniform basis. Most colleges in the Eastern United States use the College Scholarship Service (CSS) in Princeton, NJ. The CSS "Congressional Methodology" concept of measuring the ability of families to pay is based on considering the same standard economic characteristics for all families: income, assets, family size, taxes, medical costs, minimum standard of living allowances, and the like. This system assures that the financial aid offices at different schools operate on the same basis and use the same set of facts for each student.

It is also important to remember that "financial aid" is quite different from such social services as welfare or unemployment compensation. To compare financial aid with welfare is unfair and inaccurate. The purpose of financial aid is to support the educational endeavor, the basic cost of attendance at a college. When eligibility for financial aid is determined, individual choices and circumstances in living patterns are taken into account. *But the University, through financial aid, cannot and will not assume the costs of family support or other expenses not associated with the pursuit of education.* Similarly, the Office of Student Financial Management cannot and will not assume responsibility for finding ways to meet the cost of educating a student if the student or the student's family is otherwise capable of providing the necessary support. In effect, financial aid awards supplement other resources.

Keeping these points in mind, students are encouraged to take advantage of the services offered by the Office of Student Financial Management. *The only way to find out about eligibility for financial aid is to apply.*

Cost of Attendance

As part of the process of determining the amounts of financial aid for which students are eligible, the Office of Student Financial Management has established "institutional budgets" based on the average estimated costs of attending UMass/Boston. A budget for the costs of attending a college may be compared to any general budget familiar to most people, such as a household or personal budget. Within that budget, a number of factors may change from time to time due to rising labor costs, changes in the costs of goods and services, and other influences. The Office of Student Financial Management therefore reviews institutional budgets each year, as well as during the school year if necessary, in order to arrive at fair estimates. Since the undergraduate student population is made up of people with differing living situations, the Office uses three budget categories: dependent at home, independent or dependent away from home, and out-of-state undergraduate. Sample budgets appear at the end of this section.

Parent and/or Student Contribution

The Office of Student Financial Management is concerned primarily with the reasonable ability of parents and/or students to meet the cost of attendance. The "total family contribution" is determined by a CSS analysis of the information supplied on the Financial Aid Form. When an application is considered, all student and parent assets are reviewed. Usual family assets are job income, equity in property, and savings. Some, but not all, other kinds of assets considered are student earnings, outside scholarships, educational trusts, social security, and veterans' benefits.

How Awards Are Made

Need

"Need" is the difference between the cost of attendance (as established by the appropriate institutional budget) and the student and/or family contribution. In meeting need, several factors come into play. Initially, the Office of Student Financial Management must consider the total amount of financial aid funds available and the estimated number of students eligible to receive those funds. The Office then follows two general rules: First, student needs are met to the fullest extent allowed by the funds available; and, second, funds are distributed as equitably as possible. For this reason most financial aid awards are made in "packages"—combinations of grant aid (scholarships and grants) and "self-help" (loans and employment opportunities). The Office of Student Financial Management cannot guarantee that it will be able to meet a student's total "need" or offer the particular kind of aid desired by the student.

Sample Institutional Budgets, 1990

Expenses	In-State Dependent* at Home	In-State Dependent or Independent Away from Home
(Academic Year)		
Tuition*	$1,512.00	$1,512.00
Activities Fee	60.00	60.00
Athletics Fee	70.00	70.00
ID Card	2.00	2.00
Health Service Fee	120.00	120.00
Curriculum Support Fee	600.00	600.00
Mass PIRG (optional)	4.00	4.00
Health Insurance (University-sponsored plan or other approved coverage)	325.00	325.00
Room and Board Allowance	1,656.00	5,898.00
Books and Supplies	400.00	400.00
Personal Expense Allowance	1,290.00	1,322.00
Transportation	660.00	660.00
Totals	**$6,699.00**	**$10,973.00**

* Out-of-state tuition for two semesters is $5,418.00.

Division of Student Affairs

Division of Student Affairs

The Division of Student Affairs believes that students' academic goals may be best realized when support services complement the classroom experience. To that end Student Affairs professionals support students in their academic work, sponsor programs to enrich their experience of University life, and assist students as they plan for the future. Student Affairs offices offer information, activities, and assistance programs to facilitate the continuing development of the student's skills, concepts, insights, and life planning.

Student Affairs acts as a liaison between the academic community and the outside world, recognizing that formal schooling is not an end in itself, but rather a means to the future. Student Affairs enhances the University experience by providing programs, services, and activities from which students can benefit during and after their years at the University.

The UMass/Boston student body is a highly diverse group that includes older (average age: 27) non-traditional students. Because many of these students have entered the University following a break in their formal schooling, the University provides a wide spectrum of support services ranging from child care and educational support to veterans' assistance and career planning and placement programs.

Students keep in touch with extracurricular life at the University through INFO (the campus information resource center), WOSR Radio, the *Mass Media* (the student newspaper), and *Howth Castle,* a literary magazine. Other activities include cultural events both on and off campus, organized by a Student Programming Board, recognized student organizations (clubs), and community action programs that involve students as tutors and support staff in community-based, student-administered advocacy work. All these are administered through the Student Activities Office, by recommendation of the Student Senate, which is composed of elected student delegates representing each of the University's academic units.

The Division of Student Affairs encourages all students to keep in touch with campus life, and to get involved.

Student Life

The Office of Student Life is interested primarily in the quality of student life at the University and is responsive to the concerns of students. This office oversees WUMB Radio, Student Information Services, Student Activities, and the Campus Ministry; and is responsible for handling student complaints and grievances. The Office also oversees student governance and administers student elections and referenda.

Student Information Services

The Office of Student Information Services (INFO) gathers and disseminates information throughout the university community, advises student media and publications, sponsors and provides assistance at special University events, and serves as the public relations arm of the Division of Student Affairs.

UMass/Boston students, faculty and staff are encouraged to provide INFO with information about all campus events, which INFO then makes available through campus media: the *Weekly Bulletin*, distributed each Monday throughout the University; the *Commonwealth*, the monthly newspaper of the Division of Student Affairs, INFO On The Air, broadcast on WOSR; and public service announcements on WUMB-FM. Information about particular activities and programs also appears regularly in the "Notices" section of the *Mass Media*, UMass/Boston's student-run newspaper.

INFO's other activities include coordinating and issuing promotional materials for the Division of Student Affairs, and advising WUMB Radio's Policy Board. INFO also issues each year a campus resource and service guide, *Images and Info*, as well as the *INFO Campus Directory,* and brochures for various Student Affairs programs and activities.

Among INFO's recent public relations projects is "We Are UMass/Boston," a slide show designed to acquaint new students with the varied aspects of student life.

INFO also offers a number of special events to both the University and the public, such as the INFOFEST three-day information fair and crafts festival held each fall, winter, and spring.

As part of INFO's services to the University community, it provides information for visitors at Orientation, Convocation, and Commencement, and INFO personnel are available for group tours and information seminars. Please contact the INFO office for further details.

WUMB Radio

WUMB Radio maintains both closed circuit and FM operations. The station's programming focuses on matters of interest to the University and to its neighbors. To keep in close touch with the needs of both constituencies, the station has a Policy Board representing University and public broadcasting interests, and a Community Advisory Board, representing the concerns of surrounding communities.

The closed circuit radio station (WOSR) broadcasts to various locations at the Harbor Campus and the Downtown Center, in order to provide information and entertainment for the UMass/Boston student population, and to provide broadcast experience for persons interested in the communications industry.

WUMB-FM, broadcasting at 91.9FM, is, in part, a listener-funded public radio station serving Greater Boston and the South Shore with educational, informational, and cultural programming formats not offered by other radio broadcast facilities in the area. Its public affairs programs include the weekly *Commonwealth Journal*, produced by WUMB and featuring talks with UMass/Boston faculty, staff, and alumni, which is widely syndicated to other New England radio stations.

WUMB Radio's training workshops, open to members of the University community and also to the public, offer opportunities to learn about broadcasting, engineering, management, and sales. Those who complete this training are qualified to work in the closed circuit operation, and may use the station's facilities to produce programs. Interested persons should apply at the station.

Student Activities

The extracurricular life of the University centers on activities sponsored primarily through the Office of Student Activities and funded through the Student Activities Trust Fund. Established by the University Board of Trustees, the fund is maintained by mandatory student activities fees, and is administered by a professional staff following recommendations made by the University Student Senate, which is responsible for overseeing, coordinating, and allocating funds for student activities both on and off campus.

The Office of Student Activities works with student clubs (see the list below of "Recognized Student Organizations"), and is involved in a number of other activities, services and facilities, including the Harbor Gallery and the Wit's End Cafe; a recreation center; student-run publications such as the *Mass Media* and *Howth Castle*; a film series featuring first-run movies; a lecture series; a wide variety of cultural performances and poetry readings; a ticket series for reduced rates at Boston area cultural and athletic events; and free memberships at several Boston area museums.

The Student Senate also sponsors and maintains several on-campus community action programs: the Alcohol Awareness Center, the Asian Student Center, the Black Student Center, the Lesbian and Gay Center, the Center for Educational Rights, the Veterans Center, and the Women's Center. It also provides support for the Child Care Center, and sponsors HarborType, a typesetting and composition shop where student employees acquire experience in design, layout, mechanical preparation of artwork, phototypesetting, and desktop publishing.

Division of Student Affairs

At the Downtown Center, to meet the social and cultural needs of CPCS students, there is a Student Support Center, as well as the CPCS Women's Center, Black Student Center, Veterans Center, Disabled Student Center, and the Advocacy Resources for Modern Survival.

Recognized student organizations receiving funding through the Student Activities Trust Fund include, but may not be limited to, the following:

Accounting and Finance Academy
American Indian Club
American Marketing Association
Anthropology Society
American Product Inventory Control Society
Armenian Students Club
Asian American Society
Cheerleading Club
Chinese Activities Club
Dance Theater Club
Dart Club
Disabled Students Club
Drama Club
Economics Society
Engineering Club
Figure Skating Club
French Club
Foundation Gaming Society
Geography/Earth Science Club
German Club
International Committee Against Racism
Korean Students Association
Latin American Progressive Organization
Management Sciences Club
Mass PIRG
Newman Club
Philosophy Club
Physical Education Club
Physics Club
Portuguese Club
Pre-Law Society
Psychology Club
Republican Society
Science Fiction Club
Society for Political and Economic Studies
Spanish Club
Student Nurses Association
UMass/Boston Bird Club
UMass/Boston Haitian Club
UMass/Boston International Association
Vietnamese Students Club
Weight Training Club
Won-Hwa Do

Students interested in starting new clubs should call the Office of Student Life at 287-7950. (Before a changeover scheduled for early 1990, this number was 929-8260.)

Campus Ministry

The Campus Ministry is an interfaith chaplaincy service actively involved in the spiritual and human development of students, faculty, and staff. Protestant, Catholic, and Jewish chaplains offer liturgical, educational, cultural, social, and spiritual programs. Among these programs are daily prayer, mid-week liturgies, scripture seminars, ecumenical services, study groups, pastoral counseling, spiritual direction, lectures, workshops, and Bible study. The Campus Ministry also does fund raising for local and international relief, co-sponsors events with other campus departments and offices, conducts retreats, and operates a lending library of theological and spiritual books.

Child Development Program

The University operates two licensed child care centers for children of University students, staff, and faculty. There is a Toddler Program for children between the ages of 18 months and 2 years 9 months; a Preschool Program for children 2 years 9 months to 5 years of age; and a Kindergarten for children 5 and 6 years of age. Teachers in these programs work together with student teachers, work-study students, and volunteers to encourage children to become aware of themselves and their potential, and to develop their capacities for learning, self-reliance, cooperation, initiative, and responsibility. The two centers accommodate over one hundred children. Costs are based on a sliding-fee scale, and financial assistance is available for eligible families.

Department of Educational Support Programs

The Department of Educational Support Programs coordinates the work of several student service programs; the ACCESS Program, the College Preparatory Program, the Disabled Student Center, Project REACH, and the Veterans Educational Training (VET) Program. The several units within the department offer, to a variety of non-traditional and disadvantaged students, assistance in their pursuit of higher education.

ACCESS Program

The ACCESS (Advising, Counseling, and Coordination of Educational Support Services) Program is a federally funded Special Services program serving entering freshmen and transfer students who exhibit the need for additional educational support. They must qualify under one or more of the following categories:

- economically disadvantaged,
- first-generation college students,
- handicapped.

The program offers intensive academic advising and counseling, special advising services for ESL (English as a Second Language) students, services for learning-disabled students, and referral to other university services when appropriate. ACCESS follows students' progress from one semester to the next, keeping them informed about university policies, deadlines, and other factors which affect their academic careers.

College Preparatory Program

The College Preparatory Program, an Upward Bound project, assists economically and educationally disadvantaged secondary school students who might not otherwise enter college or succeed in college-level work. Participants receive intensive instruction in academic skills, as well as academic and career guidance aimed at developing self-assurance and constructive attitudes toward learning.

The College Preparatory Program offers classes and tutoring during the school year at the Harbor Campus, as well as a six-week summer residential program in Amherst during July and August. Students in grades nine through twelve at Madison Park, Burke, South Boston, Jamaica Plain, and Dorchester High Schools are eligible to apply.

Disabled Student Center

The Disabled Student Center strives to decrease the competitive disadvantages experienced by students with disabilities. It provides direct services and counseling to any disabled student or applicant from its offices at the Harbor Campus and the Downtown Center. Among the many support services the Center provides are

- reading onto tape,
- note-takers,
- tutors,
- sign language interpreters,
- assistance in ordering taped books,
- exam assistance,
- information and referral,
- assistance in working with state agencies,
- counseling.

Division of Student Affairs

Available equipment includes a state-of-the-art adaptive computer lab at the Harbor Campus, FM assistive listening devices, telecommunications devices for the deaf, Braillers, and a large print typewriter. UMass/Boston is the home of the Boston Mustangs (a member of the National Wheelchair Basketball Association). The Department of Athletics offers recreation opportunities to all interested disabled students through the adaptive recreation program.

Project REACH

Project REACH (Realizing Educational And Career Hopes) is a federally funded Talent Search program serving special needs high school students and adults with disabilities. It provides these potential post-secondary students with essential information and resources which will assist them in their academic pursuits. Situated at the Downtown Center, Project REACH offers individual guidance and group training in career exploration, educational planning, financial aid, community service, and techniques to compensate for a disabling condition in the classroom.

Veterans Educational Training Program

The Veterans Educational Training (VET) Program, an Upward Bound project, provides counseling and instruction in academic skills to prepare veterans for admission to a post-secondary institution or attainment of a High School Equivalency Certificate. The VET Program offers non-credit courses in English, mathematics, and the social sciences, as well as vocational, educational, and personal counseling. After successful completion of the program, students applying to the University receive special admissions consideration.

William Joiner Center

The William Joiner Center concentrates on the study of war and its social consequences. An academic and service program, the Center sponsors courses related to the study of war, in particular the war in Vietnam, and assists veterans through such support programs as the Office of Veterans Affairs, and the Veterans Resource Project. The Center also works closely with the Veterans Educational Training Program. Among the events of national significance the Joiner Center has sponsored are the Speaker's Conference on the Concerns of Vietnam Veterans, as well as conferences on women and the military, and on the military and war films. The Center also sponsors a writers' workshop every summer. In addition to presenting films, lectures, and symposia, the Center is involved in a number of academic projects and has recently acquired several major research collections, including the archives for the 13-part PBS documentary on Vietnam, the "Captured Enemy Documents" collection from the Vietnam War, and the Francois Sully Collection. The work of the Joiner Center is overseen by both the Division of Student Affairs and the Division of Academic Affairs.

Office of Veterans Affairs

The Office of Veterans Affairs offers academic counseling, referrals, and relevant information for all students and prospective students who are veterans or dependents of veterans. Staff members also assist in the certification of veterans for educational benefits.

In addition, this office assists veterans in recording and reporting certain changes in their status as required by the Veterans Administration: changes in credit load per semester, withdrawal from the University, marital standing, and number of dependents.

Veterans Resource Project

The Veterans Resource Project provides a range of services to students who are veterans. Recognizing the particular needs of many of these students, the project offers tutorial and advocacy services, academic and personal counseling, and opportunities for veterans to participate in projects and activities. Under the auspices of the William Joiner Center, the Veterans Resource Project works closely with the Veterans Educational Training Program as well as other student veterans groups and University programs.

Urban Scholars Program

The University-sponsored Urban Scholars Program offers gifted and talented Boston public high school students an early exposure to the University environment. Students who have demonstrated exceptional potential for academic success and leadership participate in a range of academic and career related activities. They become acquainted with the wide variety of programs at the University and with career options and related informational resources. The program encourages students in careful planning of educational and career goals. Program activities include classes, tutorials, supervised study, college and career advising, and mentorships with University faculty and professional staff.

Department of Athletics

The Athletics Department offers a wide range of programs structured to meet the needs not only of those students interested in intercollegiate competition, but also of students seeking free-time recreational activities. With one of the newest collegiate athletic and recreational complexes in the Boston area, the Clark Athletic Center, the department offers varsity competition for men and women in basketball, cross country, indoor track, outdoor track, and swimming; also for men in baseball, football, hockey, lacrosse, soccer, tennis, and wrestling; and for women in softball and volleyball. The Athletics Department holds membership in the National Collegiate Athletic Association (NCAA) the Eastern College Athletic Conference (ECAC), and the Massachusetts Association of Intercollegiate Athletics for Women (MAIAW), as well as the Little East Basketball Conference.

The Department's extensive intramural program includes such team sports as basketball, hockey, volleyball, and floor hockey; one-on-one activities—racquetball, squash, badminton; and instructional programs like aerobics and dancercise. The popular sailing program oprates from mid-spring to early fall, allowing students to take full advantage of the on-campus dock and the University's fleet of Mercury-class sailboats.

The Clark Center features a main gymnasium, an ice-skating rink, and an Olympic-size swimming pool with a diving area, as well as a weight room, locker rooms for men and women, and dance and combative rooms. Outdoor facilities include an eight-lane, 400-meter track, multipurpose fields, eight tennis courts, and a softball field.

The Athletics Department encourages students to become involved with the programs offered by the department, either by participating on a varsity or intramural team, or by attending home contests and supporting the teams. Further information is available at the Clark Athletic Center.

University Health Service

The primary goal of the University Health Service is the maintenance of good health among UMass/Boston students through access to convenient health care of high quality. The Health Service provides direct care for routine health problems, as well as the services of a pharmacist and laboratory technicians. For those problems requiring more sophisticated or long-term care, the Health Service can refer students elsewhere: it maintains a list of carefully screened and selected medical practitioners, psychotherapists, and local community health facilities.

The main Health Service facilities at the Harbor Campus are staffed by physicians and other specialists in general medicine, dermatology, endocrinology, gynecology, internal medicine, surgery, psychiatry, clinical and counseling psychology, nursing, social work, and health education. Students at the Downtown Center may make use of all these services; in addition, a satellite clinic there is staffed by a nurse practi-

Division of Student Affairs

tioner and a clinical psychologist. A physician has office hours at the downtown clinic once a week, and a nurse practitioner specializing in gynecology offers two clinics each week. In addition, the University's shuttle bus provides easy access for CPCS students to all of the services available at the Harbor Campus.

Health Clearance
Before registering for classes, every student admitted to the University must obtain a health clearance by submitting to the University Health Service the completed Student Health History and Immunization Report Form, which is sent to them as part of their admissions packet. Documented evidence of immunization against measles, mumps, rubella, diphtheria and tetanus is an important part of that health clearance. The necessary immunizations may be obtained at the Health Service for a nominal charge. This health clearance requirement is mandated by state law.

Health Service Programs
The programs of the Health Service are supported by the mandatory student health fee included in the tuition bill. The principal programs covered by that fee are described below.

The General Medicine Program provides services for the diagnosis and treatment of general health problems, as well as such special services as medical clearances for student teaching, pre-marital medical tests, screening for sickle cell anemia and other genetic disorders, flu shots, and laboratory tests.

The Gynecology Program offers women students complete gynecological services which range from consultation and examination to preventive, remedial and follow-up care.

The Dermatology Program makes available to students a physician specialist in the area of skin care and skin diseases. When referred by a member of the General Medicine and/or Gynecology staff, a student is scheduled for an appointment with the specialist at a clinic in the Health Service held twice a week.

The Dental Screening and Consultation Program makes available dentists and senior dental students from the Boston University Goldman Graduate School of Dentistry, who provide free examinations, consultations, and referrals.

The Mental Health Counseling Program provides comprehensive counseling, psychological and psychiatric services to the student population. Individual, group, and couples therapy is available, as well as personal growth counseling, crisis intervention, walk-in emergency service, workshops, consultation, and information and referral services. Under the aegis of the Mental Health and Counseling Program, the Returning Students Program helps older students who have been out of school for a long time in making a transition back into the academic world; and the Peer Support Program provides for all undergraduates a relaxed, friendly drop-in center. Trained peer counselors at the center help with problem solving and information, make referrals, or just provide conversation.

The Health Promotion Program supports the clinical efforts of the University Health Service and promotes responsible health consciousness throughout the University community. The purpose of its workshops, drop-in information/referral center, and special events is to educate the student body about the overall Health Service Program. This program offers information and presentations on such topics as stress management, smoking, AIDS, nutrition, and weight control.

The Drug and Alcohol Prevention Program, called PRIDE (Prevention, Resources, Information, and Drug Education), seeks to promote responsible decision making about alcohol and drug use through workshops, a drop-in referral information center, its "Help-a-Friend" hotline, and various special events. PRIDE encourages discussion and assessment of the feelings, attitudes, values, family histories, and social environments associated with the abuse of alcohol and other drugs.

Mandatory Health Insurance

The Health Service is supported by the Student Health Fee that all University students pay; therefore, there are no additional charges for most of its services. However, in order to assure that students have coverage for the medical and surgical services not covered by the health fee, the Health Service annually negotiates a Student Health Insurance Plan, for which students are billed once a year. For further information about the UMass/Boston Student Health Insurance Plan, see the Tuition, Fees, and Payments section of this catalog. *Please note: this Health Insurance Plan is mandatory for all students who do not have comparable coverage under some other medical insurance plan. In order to substantiate the fact that they have such coverage, students must complete and submit to the Health Service the Waiver Form, obtainable at the main office of the Health Service.* Students without such coverage must participate in the University's Student Health Insurance Plan. This health insurance requirement is mandated by Massachusetts state law.

Career Services

The Office of Career Services provides information for students and alumni about career opportunities, and facilitates contacts with prospective employers. Individual counseling and group seminars in career planning alert students to the many and varied career opportunities available and to the requirements of prospective employers as well as to the changing nature of employment opportunities. The Office also offers seminars in résumé writing, interviewing techniques, and the job campaign.

An active on-campus interview program is arranged each year so that students may meet employers and discuss current openings. The Office maintains a referral service that sends student resumes to employers who have appropriate job openings. A Career Resource Library huses information on employment and salary statistics, as well as specific information on businesses, non-profit organizations, school systems, and government agencies. Graduate school catalogs and program directories are also available.

Students may elect to keep letters of recommendation and other credentials on file in Career Services to be sent out upon request; this is a service of particular interest to seniors and alumni who are considering graduate school or careers in teaching. The Office provides information on a variety of graduate study programs. Materials on many fields are available, as well as application forms for the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), the Graduate Management Admission Test (GMAT), the Medical College Admission Test (MCAT), and the Miller Analogies Test (MAT). Information about financial aid for graduate study is on file. The staff provides special advising for students interested in the law, in management, and in medicine and other health care fields.

National Student Exchange Program

The National Student Exchange Program offers UMass/Boston students the opportunity to study at one of over 70 participating colleges and universities in 40 states, Puerto Rico, and the Virgin Islands, at a cost comparable to what they currently pay to attend UMass/Boston. While on exchange, students can develop an increased awareness of academic, cultural, ethnic, and geographic diversity within the United States. For further information, contact the National Student Exchange Coordinator in the Office of Career Services.

Division of Student Affairs

International Exchange

UMass/Boston students who wish to study abroad, to explore other countries and cultures, have a wide range of options. They may enroll directly in foreign universities as exchange students, or study and travel abroad during the summer or intersession.

The University of Massachusetts has exchange agreements with approximately forty foreign universities, and sponsors several semester and summer programs overseas. UMass/Boston is a member of the New England-Quebec Exchange Program, which includes all universities in Quebec. Exchange students take regular courses full-time at foreign institutions during an academic year. They may participate as juniors or seniors. An exchange student must generally be proficient in the language of instruction at the school he or she attends. To qualify for exchange study, a student must also have a cumulative average of 3.0 or better, and the prior approval of the appropriate department chairperson. Interested students should plan well ahead, and should be sure to obtain prior approval forms from the Admissions Office. Credits earned for foreign study can count toward UMass/Boston degrees, though in most cases grades given abroad will not be included in UMass/Boston cumulative averages.

Through programs sponsored by the University of Massachusetts, exchange students may study in Australia, Canada, China, Colombia, Finland, France (where UMass/Boston itself sponsors a program at the University of Paris), Germany, Great Britain, Ireland, Japan, Sweden, and Taiwan.

The University of Massachusetts also sponsors summer study programs in Argentina, China, England, France, Japan, Spain, and Taiwan. UMass/Boston has a summer program in Cuernavaca, Mexico. Requirements and credits awarded vary from program to program.

Other colleges and universities sponsor overseas study programs in which UMass/Boston students may participate. Eligibility requirements, costs, deadlines, and other details vary from program to program.

All students interested in overseas study should contact the Office of the Vice Chancellor for Academic Affairs for information about all international exchange programs: the New England-Quebec Exchange Program and those sponsored by the University of Massachusetts, as well as those programs for study abroad offered through other universities. Information is also available about prior approval, academic credit, financial aid, and arrangements for transportation, meals, and housing.

Extending Opportunities

The Extended Day Program

For many students, responsibilities at work or at home make late afternoon or evening classes particularly convenient. The University serves these students through its Extended Day Program, by offering a wide variety of undergraduate and graduate courses from 4:00 to 10:00 pm, with most scheduled to start at 6:00.

UMass/Boston now has one of the largest selections of evening courses in the greater Boston area. What makes the Extended Day Program unique is that it is not a separate division, but an integral part of the University. Extended Day students are students of UMass/Boston, full members of the academic community; and Extended Day courses are taught largely by the University's regular, full-time faculty. The credits and the degrees that Extended Day students earn are in no way different from those earned by students attending classes during the day. And because there is no difference, the Extended Day Program offers more flexibility to all University students by providing them with the opportunity of registering for day courses, evening courses, or combining daytime and evening study during any semester.

All the University's academic divisions—the Colleges of Arts and Sciences, Education, Management, Nursing, Public and Community Service, and the Physical Education/Fitness Program—are represented in the Extended Day course offerings. In some programs students can complete all degree requirements through evening study alone—that is, by taking courses scheduled after 5:00 pm.* These programs are:

Undergraduate

Computer Science
Economics
English
History
Management
Political Science
Psychology
Sociology

Graduate

American Civilization
Bilingual/ESL Studies
Business Administration
Chemistry
Computer Science
Counselor Training
Human Services
Instructional Media
Public Affairs
Sociology
School Psychology
Special Education

At least half the course work (the first two years) required for a Bachelor's degree in Electrical Engineering can also be completed after 5:00 pm.**

In addition to those listed above, there are other programs which schedule most of their classes to begin at 4:00 pm or later. These include the Elementary and Secondary Education Programs offered through the College of Education and the RN/BSN Program offered through the College of Nursing. While each of these programs, because of professional certification requirements, may require that certain upper level components (such as practica, student teaching, or clinical experience) be completed during the day, the majority of required course work can be completed after 4:00 pm.

Most Extended Day classes meet once a week for two and one half hours; the rest meet twice a week for one hour and fifteen minutes. Classes take place from Monday to Thursday evening at the University's Harbor Campus.*** The calendar for Extended Day courses is the same as for the rest of the University.

While the majority of adults attending evening classes are degree-seeking students or certificate students, many people enroll in one or more courses as non-degree-seeking students. Their reasons for taking courses include professional advancement, personal enrichment, fulfillment of a requirement for another institution, or simply a desire to experience University life before applying for admission. Non-degree-seeking students are welcome at UMass/Boston: they may take any course daytime or evening in which space is available and for which they meet program and/or course prerequisites.

Whatever the reasons are for enrolling in Extended Day courses, evening students can take full advantage of the University's facilities for learning, research and relaxation. For their convenience the Offices of Academic Support, Admissions, Student Financial Management, Registration and Records, as well as Health Services, Healey Library, the Clark Athletic Center and the Cafeteria are open in the evening.

Besides the Extended Day Program, UMass/Boston offers additional evening courses at off-campus locations through the Division of Continuing Education. More information about these courses can be found in the following "Continuing Education" section.

*Degree requirements for the following graduate programs can be completed through study in courses scheduled after 4:00 pm:

Critical and Creative Thinking
Education
English
English Composition
History
History/Archival Methods
History/Historical Archaeology
Applied Physics

**This also represents the highest level of Electrical Engineering courses offered at the University.

***Courses offered by the College of Public and Community Service are held at the Downtown Center.

Continuing Education

The Division of Continuing Education extends the University's teaching and its community service, at no additional cost to the Commonwealth of Massachusetts.*

Continuing Education programs meet needs for particular schedules and locations, for special non-credit courses, and for courses designed for specific clienteles, such as professional groups or businesses. The Division's programs maintain the same high standard as all other University programs, and are developed with the participation and approval of the appropriate academic units.

The Division's Summer Session and off-campus programs, described below, complement the University's commitment to the adult learner by providing greater accessibility to University courses. The Division enhances the University's service mission through non-credit programs in such areas as alcoholism/chemical dependency treatment services, emergency medical services, grantsmanship, graduate test preparation, human resource management, and mediation training. The Division actively participates in the National University Teleconference Network, originating and receiving audio and video teleconferences on a variety of topics serving many different audiences.

Continuing Education aims to be as flexible and responsive as possible in adapting its offerings to the needs and circumstances of a diverse constituency, and is continually developing new programs and seeking new clients. It is a means for public service, an opportunity for high-interest and special-application learning and teaching, and a mechanism for innovation in the curriculum of the University. Continuing Education relies on practical and imaginative proposals both from within the University and from outside groups and individuals. It welcomes comments, suggestions, and requests for information about its programs (617-287-7900). (Before a changeover scheduled for early 1990, this number was 929-7900.)

*The Division is supported solely by the fees it generates through its courses and other services.

Summer Sessions

The Division administers the University's summer program of undergraduate and graduate courses. Students use Summer Session courses to fulfill University requirements, pursue further studies in their areas of major interest, or explore disciplines new to them. Summer classes are held at both the Harbor Campus and the Downtown Center. In addition, the University offers a program of study in the natural sciences and humanities on Nantucket Island.

The Summer Sessions have an "open enrollment" policy: any person who has completed a secondary school education may enroll in most courses (subject to course prerequisites). Students enrolled in degree programs at the University should consult the Summer Session *Bulletin* for specific regulations that govern their registration in Summer Session courses. Further information can be obtained from the Continuing Education Office at 617 287-7900. (Before a changeover scheduled for early 1990, this number was 929-7900.)

The Off-Campus Program

Through the Division of Continuing Education, the University offers undergraduate credit courses during the evening at a variety of off-campus sites in Boston and the suburbs. These courses make it possible for persons to begin a college program or to take courses for their own personal and professional development at convenient times and locations while also fulfilling work or family obligations. The off-campus program also has an open enrollment policy similar to that of the Summer Session. Persons who successfully complete courses through the off-campus program are encouraged to apply for admission to the University as degree-seeking students. Once admitted, a student may apply credits earned through the off-campus program toward UMass/Boston degree requirements. Credits earned in off-campus courses are also generally transferable to other colleges. Further information about off-campus sites and course offerings may be obtained by calling the Continuing Education Office at 617 287-7900. (Before a changeover scheduled for early 1990, this number was 929-7900.)

Cooperative Education/ Internship Program

The Program

The Co-op/Internship Program places UMass/Boston students in work assignments related directly to their fields of study. The object of the program is to provide students with opportunities to apply what they learn in the classroom to practical work settings.

Under the Co-op Program, students are placed in full-time paid positions for six-month work periods. The usual changeover months are January and July. Normally, two students alternate in one job over the course of a year. Students average $7,500 in pay for the six months.

Under the Internship Program, students are placed on a part-time basis—usually 820 hours per week for the length of the semester or for the summer months. Some internships are paid and some are on a volunteer basis.

Both co-op and internship placement offer a variety of benefits. They combine relevant practical learning, valuable work experience, career awareness, resume enhancement, personal and professional growth and, in many instances, opportunities for academic credit, good pay and a permanent job after graduation.

Credit or Competencies

The University's six academic units have varying eligibility and credit granting criteria for co-op and internship students. CPCS students can use field placements to complete related competencies. College of Management students who qualify for the college's internship program can earn three credits in a study-related work assignment. College of Arts and Sciences students can earn up to six credits if they are majoring in a department or program which offers internship and/or co-op credit. Students should refer to individual department lists of courses to see if such credit is offered and how it can be earned.

Information

For more information about the program, interested students should contact either of its co-directors: Associate Professor Robert P. Dunbar or Assistant Professor Carole Remick, at 617 287-7930. (Before a changeover scheduled for early 1990, this number was 929-8495.)

Regulations and Procedures

Academic Regulations

Requirements and Standards

Sections below designated by asterisks* *do not* apply to the College of Public and Community Service. For further information about CPCS regulations and procedures, see the section of this catalog on the College of Public and Community Service.

Graduation Requirements*

To graduate, a student must (a) meet the requirements of a major department or professional program; (b) fulfill the core curriculum requirements of his or her college, school, or professional program; (c) maintain a minimum 2.0 cumulative average; and (d) successfully complete at least 120 credit hours (123 for nursing majors). This total must include a minimum of 30 residency credits at the University. For students admitted to the University prior to the fall of 1979, this total must include 45 residency credits. Note: further information about graduation requirements appears in the sections of this catalog in which individual colleges, schools, and programs are described.

Departmental and University Honors*

A student may graduate with honors in his or her major field by meeting the requirements of a departmental honors committee, which usually involve successful completion of an honors thesis or seminar or attainment of a 3.5 average in the field. Admission to honors work is governed by the departmental honors committee although a cumulative average of 3.0 is required of honors students in all departments. Students may count up to six hours of honors work toward graduation, whether or not it meets departmental standards for honors.

The University bestows three separate honors designations for scholastic excellence reflected in the cumulative average:

Summa cum laude	3.75 or above
Magna cum laude	3.50 to 3.74 inclusive
Cum laude	3.30 to 3.49 inclusive

Attendance

Students are expected to attend all scheduled classes. No administrative control of attendance is exercised except as hereinafter provided. In case of illness, students should explain their absence directly to their instructors. Grades shall not be reduced because of absences due to illness when students have met their instructors' requirements for making up back work. Students should report illnesses to the University Health Service, which will verify dates of absence if requested by faculty members.

Course Load for Full-Time Students*

Full-time freshmen and sophomores normally carry four courses for 12 credit hours; full-time juniors and seniors normally carry five courses for 15 credit hours. A junior or senior science major may carry a course load of 18 credits. A student with a cumulative average of at least 3.0 overall (or at least 3.5 in the most recently completed semester) may take one extra course in excess of 18 credit hours with the permission of his or her advisor. Students in the College of Arts and Sciences must obtain such permission from the Associate Dean for Academic Studies.

Administrative Procedures

Transfer Records*

The cumulative average of a transfer student at a former school is not carried over to the University. The student begins to achieve a new cumulative average upon enrollment. A transfer student cannot be dismissed for poor grades in the first semester at the University but, for all subsequent semesters, the student must attain the cumulative average necessary for good standing in the class to which he or she was assigned (see below).

Registration

Registration Policy: New students and continuing students who are in good academic and financial standing with the University may register. A student who wishes to obtain a degree from the University must be formally admitted to a program. Applications and information may be obtained at the Admissions Office, or by calling the Office of New Student Services at 287-6000. (Before a changeover scheduled for early 1990, this number was 929-8600.)

A matriculated student who has not been continuously enrolled must file an application for readmission with the Office of Registration and Records.

Registration Procedures: All currently enrolled students in good academic and financial standing are expected to register, during a registration period near the end of each semester, for the following semester. Complete information about dates, procedures, billing, advising schedules, and locations is available at the Office of Registration and Records during the registration period. Bills are mailed to students who register.

Registration During the "Add/Drop Period": New, readmitted, or non-degree-seeking students may register during the Add/Drop Period at the beginning of the semester for which they are registering.

Late Registration Policy: All continuing degree-seeking and certificate students must register during the Registration Period; all new, readmitted, or non-degree-seeking students must be registered by the end of the Add/Drop Period. Otherwise these students will be assessed late registration fees of $25.00.

Course Changes

Students may add, drop, or substitute courses without notation of change on their records during the Add/Drop Period—usually five days at the beginning of each semester. Students are academically as well as financially liable for all courses not officially dropped during the Add/Drop Period. To add/drop, a student should:

- pick up an add/drop form from the Office of Registration and Records;
- have the instructor of a course to be added state on the form that space is available;
- have the instructor of a course to be dropped release the student on his or her records and on the form; and
- return the form to the Office of Registration and Records by the specified deadline.

Between the end of the Add/Drop Period and the withdrawal deadline noted for each term in the academic calendar, a student may withdraw from individual courses but will receive a grade of "W" for each course dropped. "W" (Withdrawal) grades are not, however, counted in the student's grade point average. To withdraw from courses during this period, a student should:

- obtain a course withdrawal form from the Office of Registration and Records; and
- complete and return the form to the Office of Registration and Records.

Note: Any student who does not complete the requirements for a course, who does not secure approval for a grade of "Inc" (Incomplete) in the course, and who does not withdraw from the course by following the withdrawal procedure described above, will receive a grade of "F" in that course at the end of the semester unless the instructor has submitted the grade of "NA" for the student at the end of the Add/Drop period.

Change of Major*

A student who has declared a major field and wishes to change it must obtain a "Change of Major" form from the college dean's advising staff. The student must then consult with, and obtain the written approval of, the chairpersons of the former and new major departments, and return the completed form to the Office of Registration and Records.

Academic Regulations

Final Examination Schedule Changes

A student may have a final examination rescheduled if he or she has two examinations scheduled at the same time or three examinations scheduled on the same day. The student should request such a change from the instructors involved.

Grading

Letter Grades, Numerical Equivalents, and Cumulative Averages*

The University uses a system of letter grades which are equivalent to numerical "quality points" according to the following list:

Letter Grade	Quality Point Equivalent
A	4.00
A-	3.75
B+	3.25
B	3.00
B-	2.75
C+	2.25
C	2.00
C-	1.75
D+	1.25
D	1.00
D-	0.75 minimum passing
F	0.00 fail
Inc	Incomplete
P	Passing, under Pass/Fail Option (see below)
Y	Interim grade in a declared yearlong course
W	Withdrawn
NA	Non-Attending

The quality points for each grade are multiplied by the number of credits for the course, and the totals for all courses added to arrive at the student's cumulative quality point figure. The cumulative quality point figure is divided by the number of cumulative credit hours.

The Pass/Fail Option*

A student may elect one course each semester, up to a maximum of eight in his or her work at the University to be taken on a Pass/Fail basis. The grade of "P" will be given for a successfully completed Pass/Fail course; it will be included in credit toward graduation but not in the cumulative quality point average. The grade "F" will count as a failure. To take a course on a Pass/Fail basis, the student must complete a Pass/Fail option card for the course, available at the Office of Registration and Records, at the time announced during each semester. A Pass/Fail request cannot be withdrawn after the deadline. Note: each student should carefully check the requirements of his or her college and major department, or professional program, before exercising the pass/fail option.

The Not-Attending (NA) Grade

The Not-Attending (NA) grade signifies that although a student registers for a course and appears on the class roster, the student never attended the class. The NA grade is not a substitute for dropping a course, since a student is still responsible for all tuition and fee charges for courses designated NA on his/her record. The NA grade has no effect on the student's cumulative grade point average, nor on a student's financial aid award package. Note: VA benefits may be affected. For more information contact the Office of Veterans Affairs at 617 287-5875. (Before a changeover scheduled for early 1990, this number was 929-7135.)

The NA grade designation may be replaced on a student's record by a "W" (withdrawal) provided that the student submits a withdrawal card to the Office of Registration and Records before the withdrawal deadline (see above section, Course Changes).

The Incomplete (Inc) Grade*

A student receiving the grade of Incomplete is allowed one full year in which to complete the course. The new grade must be submitted to the Office of Registration and Records by the grading deadline for that semester, i.e., by the end of the *next* fall semester for fall incompletes; by the end of the *next* spring semester for spring incompletes. The grade for any course not completed by this deadline will be converted to the grade of "F", and the student will not be allowed to complete the course.

Failed Courses*

A failed course required for a degree must be repeated. If it is repeated and passed, the original failure will not be computed in the cumulative average, although it will remain on the student's record.

Repeated Courses*

Only a course in which a student received an "F" may be repeated. If repeated and passed, only the passing grade will be computed in the cumulative average.

Regulations Governing Academic Standing

Good Standing

Each degree-seeking student must meet the following minimum retention standards:

Sum of UMass/Boston and Transfer Credits	Minimum Required Cumulative Average
1-15	1.50
16-30	1.65
31-45	1.75
46-59	1.90
60 and above	2.00

A student is in good standing if he or she maintains a cumulative average of 2.0 or higher.

Academic Warning: A student whose cumulative average falls between 2.0 and the required minimum will receive a warning, printed in an obvious place on the grade report. A description of retention standards will be included with the grade report.

Probation

At the end of the first semester in which a student does not meet the required minimum cumulative average, he or she will be placed on probation. A letter will be sent with the grade report informing the student of his or her probationary status and strongly urging consultation with the student's advisor to review the forthcoming semester's program. *While on academic probation, a student shall not be eligible to hold office in any recognized student organization, to represent the University in any sense on or off campus, or to participate in any intercollegiate athletic teams.*

Suspension

The student who does not meet the required minimum cumulative average for the second semester will be suspended for one semester. The student may apply for readmission through the appropriate authority. The readmitting body may set conditions on the student's schedule and shall set standards for retention. A student who has achieved a semester average of at least 2.0 for the semester immediately preceding suspension may appeal for an additional probationary period. The appeal authority may set conditions for granting the appeal. If the student does not meet the conditions, suspension will automatically follow.

Dismissal

A student who, subsequent to suspension and readmission, does not meet the retention standards set by the readmitting body shall be dismissed. A student who has been dismissed may appeal for readmission after one year.

A student who is suspended or dismissed may not enroll as a non-degree-seeking student and may not take continuing education or summer session courses.

Any student who is not mailed a notice of suspension or dismissal before the beginning of a semester will be allowed to complete that semester.

Note: these minimum retention standards may be subject to more restrictive collegiate, program, or school policy. They do not apply where the cumulative grade point average is not tabulated.

Academic Standards, Cheating, and Plagiarism

Academic Regulations

Voluntary Withdrawal

Students may withdraw from the University before the last day of classes of a semester, although the effective date of withdrawal is that on which all forms are completed, signed and returned to the Office of Registration and Records. Students withdrawing receive a "W" for each course in which they are enrolled. Failure to complete a withdrawal form will result in the recording of the grade of "F" for all courses at the end of the term. To withdraw from the University, a student must do the following:

- consult with a member of the Dean's or Program Director's advising staff, who will provide and sign a withdrawal form;
- receive clearance from any University office in which financial charges have been accrued. These offices may be the library, the Health Service Office, the Bursar's Office, the Student Affairs Office, the Office of Student Financial Management, the bookstore and the science laboratories.

Readmission to the University*

Students who leave the University in good standing may resume their studies by obtaining a readmission form from the Office of Registration and Records, completing it, and returning it to that Office. They will be notified in writing of their readmission status.

Students who have been dismissed from the University and wish to resume their education should pick up and complete a readmission form from the Office of Registration and Records, write a letter of appeal addressed to the Standards and Credits Committee of their college or program and make an appointment for an interview with a member of the advising staff of their college or program.

All previous course work at the University remains part of the permanent record for students who have been readmitted, and the cumulative average includes all prior grades, regardless of how much time elapsed between enrollments.

Deadlines for Receipt of Readmission Forms

Students wishing to re-enter the University in the fall semester must have their readmission forms received by June 1, and in the spring semester by November 1. After these dates, readmission will be permitted only upon the availability of space.

Certificate Students

Certificate students are subject to the same regulations on academic standing as matriculated students.

Non-degree-seeking students

Non-degree-seeking students are subject to the following minimum retention standards:

Sum of UMass/Boston Credits	*Minimum Required Cumulative Average*
1-11	1.75
12 and above	2.00

A non-degree-seeking student who does not meet these retention standards shall be dismissed. Non-degree-seeking students wishing to appeal a dismissal must do so through the Faculty Council Committee on Standards and Credits.

University Policy on Academic Standards and Cheating

The first obligation of students is to pursue conscientiously the academic objective which they have determined for themselves. Students are expected to conform to all regulations of the University, of the College in which they are enrolled, and of the classes in which they are registered. It is further expected that all examinations, tests, written papers or other assignments completed as a part of academic programs are the product of the student's own work and effort.

This means that students may not solicit or use unauthorized material or assistance for their own benefit and may not offer or give such assistance to another student. Every written report or similar class assignment must indicate fully the sources from which the information used is obtained, and any verbatim quotations or paraphrases must be clearly indicated as such and properly credited to the source from which they were extracted or adapted.

Academic dishonesty may also involve cheating or plagiarism. Cheating is defined as the use of illegal techniques (slips, copying, signs, etc.) to convey or receive answers during examinations.

University Statement on Plagiarism and the Documentation of Written Work

1. The honest documentation of the student's written work is absolutely essential. The faculty of UMass/Boston expects each student's papers to derive from the student whose name appears on them. The student who submits a paper which derives from unacknowledged sources plagiarizes by representing as her or his own the words and ideas of others. Every student, therefore, has a serious obligation to her or himself and to the University to acknowledge any joint work in the laboratory or in outside investigation. She or he must respond to examination questions on the basis of her or his own effort. Because ignorance does not excuse any violation of this basic principle—that derived writing must be clearly acknowledged—the faculty has adopted the following guidelines regarding documentation.

Academic Standards, Cheating, and Plagiarism

2. In writing themes, essays, and term papers for her or his courses at UMass/Boston, the student should strive to say what she or he has to say in her or his own words. She or he should carefully avoid repeating words and phrases taken from books and articles written by other people.

   It is often quite proper, however, to summarize or paraphrase what someone else has written on a given subject, but the student must put the summary or paraphrase in her or his own words.

   The student not only should strive to put in smooth language of her or his own what someone else has written, but must also give full credit in her or his text of the writer whose ideas she or he is summarizing. Phrases like "according to Joan Smith" and "Joan Smith says" should always accompany a summary or paraphrase of another writer's material. And in text or in a footnote the exact source (title of book, as well as author, date, and place of publication, and the page or pages from which the summary is taken) should be given.

   In general, footnotes are unnecessary in short papers dealing with a single work and not deriving from a variety of sources. The student is frequently required to discuss single works in her or his themes, and in such cases it is economical and convenient to dispense with a complicated documentary apparatus and to record page numbers in parentheses in the body of the paper.

   It is not necessary to document specific facts which are common knowledge. But facts and opinions which are new discoveries by the student's sources, or debatable matters for which the student's source is taking responsibility, must always be documented.

3. On occasion the student may find it helpful to use direct quotations. It is important to observe the following rules in quoting the words of others.

   The words quoted must be exactly as they appear in the original source. The reader must be informed, either in brackets or in a footnote, of even the slightest change made in the original passage. More specifically, the omission of words from a quoted passage must be indicated by three dots (...), but any punctuation contained in the original must be given in addition to the three dots (...). Any words inserted by the student into a quoted passage, by way of omitted information, must be included in square brackets. The use of italics to emphasize words and phrases not italicized in the original must also be indicated with square brackets: italics mine. When a student is quoting from a source which is in turn quoting from another source, the student must make this fact clear to the reader. The following principle governs documentation in general: the reader should know what material belongs to the author of the paper and what material belongs to her or his sources.

4. There remain some questions related to documentation standards and these should be considered briefly.

   One source of confusion in the documentation of written work is the degree to which a student may be responsible for acknowledging those ideas which have developed from conversation or class discussion. Here good sense and honesty are the criteria, and the student must decide how to conduct her or himself with self-respect. Any student in doubt about the independence of what she or he is writing would be wise to indicate briefly that the ideas are not her or his own. Phrases like "one of my classmates suggests" or "the conclusion reached in class was" are usually adequate for this purpose. Again, the student may sometimes ask a typist to prepare a final copy of her or his paper, but the faculty expects that the typist has done nothing whatever materially to change the paper as written by the student. Such papers, like those the student herself or himself types, deserve careful proofreading to insure that the paper represents her or his independent work and that the copy is free of mechanical errors. Again, a student sometimes wishes to submit the same paper in two separate courses. Because it is dishonest to represent such a paper as one designed for one course alone, the student should seek the permission and approval of the instructor in each course.

5. Although scholars have agreed upon certain conventions for documentation, many of which have been discussed above, the student must decide for herself or himself the frequency and extent of documentation. She or he has, therefore, a great responsibility.

   She or he should document when in doubt and make unequivocally clear the distinction between what belongs to herself or himself and what belongs to others. Plagiarism may take many forms: presenting passages from the works of others as works of one's own, the unacknowledged paraphrasing of ideas developed by another, the creation of a patchwork of phrases and ideas, often from several sources, and the uncredited use of a strikingly appropriate term resulting from another's ingenuity (as, for instance, David Riesman's term unmerry emulative chase' in reference to American social pressures). All of these uses are dishonest. Indeed, plagiarism is a serious offense and may be attended by severe penalties, including expulsion from the University.

   Termpaper corporations are illegal enterprises in the Commonwealth of Massachusetts. A person convicted of selling termpapers, theses, or research papers intended to be used for academic credit may be fined not more than $100 or imprisoned for not more than six months or both.

   The same penalties apply for persons convicted of taking an examination or examinations for another at an educational institution.

Administrative Withdrawal and Reinstatement

A student may be administratively withdrawn from the University, if, after due notice, the student fails to satisfy an overdue financial obligation to, or to comply with certain administrative requirements of, the campus of the University of Massachusetts at which the student is registered.

I. Conditions Warranting Administrative Withdrawal

Any of the following conditions may warrant administrative withdrawal.

A. Failure to comply with administrative requirements, specifically:

1. Failure by a student to satisfy an overdue financial obligation to the University, consisting of tuition, loans, library charges, or other student charges, including orientation, student activities, health services, child care, and other such fees as may be established from time to time.

2. Failure to comply with other administrative requirements, such as the submission of health forms, etc.

B. Forgery, fraud, or falsification of information on any official University form or document, such as Bursar's Clearance Card, grade report, recommendations, transcripts, etc.

C. Certified physical health or mental problems of a hazardous nature.

II. Effects of Administrative Withdrawal

If administratively withdrawn, a student shall:

A. cease to be enrolled and shall not be allowed to complete the current semester or to register for future semesters;

B. return his or her identification card and any and all other property belonging to the University currently in his or her possession;

C. receive no further material or notification from the Office of Registration and Records concerning University affairs.

III. Procedures for Implementing Administrative Withdrawal

A. Procedures to be applied to cases brought under the conditions of Section I.A.

1. The appropriate administrative official may recommend to the Office of Registration and Records that a student be administratively withdrawn from the University.

2. The administrative official shall make his or her recommendation in writing to the Office of Registration and Records, detailing his or her compliance with the following requirements:

   a. The recommendation must be based on one of the grounds set forth in Section I.A.

   b. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately.

   c. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his or her last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.

3. If the Director of the Office of Registration and Records is satisfied that the conditions specified in paragraph 2 of this section have been satisfied, he or she shall send a certified letter to the student at his or her last known address setting forth the recommendation for withdrawal and the reasons therefore, and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Director. The Director shall include with the certified letter a copy of the Rules and Regulations Governing Administrative Withdrawal.

4. If the student does not request a hearing with the Director or take action satisfactory to the Director to resolve the matter within the time allotted in paragraph 3 of this section, the Director shall administratively withdraw the student from the University no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.

5. If a student requests a hearing within the time allotted in paragraph 3 of this section, the Director shall schedule a hearing at the earliest practicable date. If the Director decides in favor of the administrative withdrawal, the Director shall forthwith withdraw the student.

B. Procedures to be applied to cases brought under conditions B and C of Section I.

1. The appropriate administrative official may recommend to the Administrative Withdrawal Review Committee that a student be administratively withdrawn from the University.

2. The administrative official shall make his or her recommendation in writing to the Administrative Withdrawal Review Committee detailing his or her compliance with the following requirements:

   a. The recommendation must be based on one of the grounds set forth in Section I.B or C;

   b. The facts upon which the recommendation is based must be ascertained and stated precisely and accurately;

   c. An attempt to resolve the matter must have been made by the administrative official by mailing to the student at his or her last known address a written notice of the proposed recommendation for withdrawal and the reasons therefore, such matter not having been successfully resolved within fourteen calendar days of the mailing of said notice.

3. If the Administrative Withdrawal Review Committee is satisfied that the conditions specified in paragraph 2 of this section have been satisfied, it shall send a certified letter to the student at his or her last known address setting forth the recommendation for withdrawal and reasons therefore and notifying said student that he or she may within fourteen calendar days after said letter is mailed request a hearing on the matter with the Committee.

4. If the student does not request a hearing with the Committee or take action satisfactory to the Committee to resolve the matter within the time allotted in paragraph 3 of this section, the Committee shall instruct the Director of the Office of Registration and Records to administratively withdraw the student no sooner than the fifteenth calendar day following the mailing of the notice provided for in said paragraph.

5. If a student requests a hearing with the Committee within the time allotted in paragraph 3 of this section, the Committee shall schedule a hearing at the earliest practicable date. The student shall have the right to testify and to present witnesses or such other evidence as may be relevant; in addition the student shall have the right to have a physician or attorney present, to cross-examine witnesses, or all of these. The Committee shall hear the case and decide whether

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Administrative Withdrawal and Reinstatement

facts exist which warrant administrative withdrawal under Section I.B or C. If the committee decides in favor of administrative withdrawal it shall submit to the student a written statement of its findings, its decision, and the conditions under which the student may be reinstated.

6. The student may appeal a decision by the Committee in favor of withdrawal to the Vice Chancellor for Student Affairs within seven calendar days of the Committee's decision. If the student does not appeal the Committee's decision within the seven calendar days allotted, the Committee shall instruct the Director of the Office of Registration and Records to withdraw the student. If the student does appeal to the Vice Chancellor for Student Affairs within the time allotted, the Vice Chancellor shall schedule an appointment at the earliest practicable date and at that time shall confer with the student, accompanied by counsel if the student so wishes, regarding the Committee's finding, decision, and determination of reinstatement conditions. If the Vice Chancellor affirms the Committee's decision, he or she shall notify the student of his or her decision, and instruct the Director of the Office of Registration and Records to withdraw the student. On appeal from the student, the Vice Chancellor for Student Affairs may modify the reinstatement conditions.

IV. Reinstatement

A. Reinstatement from administrative withdrawal brought under the conditions of Section I.A.

   1. Any student who has been administratively withdrawn under Section I.A may make arrangements with the Director of the Office of Registration and Records for the resolution of the matter. Upon such a resolution satisfactory with the Director, the Director shall forthwith reinstate the student to active enrollment status. The determination of whether a reinstated student shall receive credit for the period for which he or she was withdrawn shall be made by the instructor for each course involved.

   2. A student who fails to resolve the matter in the semester during which he or she is withdrawn can be reinstated in a subsequent semester upon satisfaction of the administrative requirements at issue in the University's withdrawal of the student.

B. Reinstatement from administrative withdrawal brought under conditions B or C of Section I.

   Any student who has been administratively withdrawn under conditions B or C shall be reinstated only upon satisfaction of the conditions established by the Administrative Withdrawal Review Committee, or by the Vice Chancellor for Student Affairs where the Vice Chancellor has changed reinstatement conditions appealed by the student.

V. Administrative Withdrawal Review Committee

The Administrative Withdrawal Review Committee shall be appointed each year by the Chancellor. The Director of the Office of Registration and Records shall not be a member of said Committee except that the Director shall sit in place of a regular member in any case wherein said regular member is the administrative official recommending withdrawal. The Committee shall be empowered to make decisions concerning administrative withdrawal as provided above.

The University of Massachusetts at Boston recognizes its responsibility to provide students with clear and accurate information about what is expected of them, and what their rights are, as students at UMass/Boston. The documents published here should help to provide such information. Students seeking further clarification or discussion are encouraged to contact the Director of the Student Life Office.

Code of Student Conduct

Preamble

A. This Code of Student Conduct is applicable to any student enrolled in or accepted for any course or academic program, regardless of credits or competencies carried, at the University of Massachusetts at Boston. Students who violate these or other regulations shall be subject to disciplinary action and the procedures described herein. These regulations are set forth to give students general notice of prohibited conduct; they should not be regarded as an exhaustive definition of misconduct or construed as a contract between the student and the University. The University reserves the right to amend any provision of this Code.

B. This Code is independent of any proceeding in civil or criminal law in which a student may also be held accountable. Disciplinary action at the University should ordinarily proceed despite the pendency of any other civil or criminal proceedings, and shall not be subject to dismissal solely because of the result of any such proceeding.

C. A student charged with misconduct under this Code shall have the rights of appeal provided herein. No sanction imposed under this Code shall be subject to a grievance or appeal under any other University procedure.

I. Academic Dishonesty and Misconduct

   A. Academic dishonesty

      The University defines violations of academic dishonesty to include, but not be limited to, the following:

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1. Submitting an author's published or unpublished work, in whole, in part, or in paraphrase, as one's own without fully and properly crediting the author, to include submitting unattributed published work, e.g., material from a journal, newspaper, encyclopedia, etc., without proper acknowledgement.
2. Submitting as one's own original work materials obtained from an individual or agency.
3. Submitting as one's own original work material that has been produced through unacknowledged collaboration with others.
4. Using any unauthorized material during an examination, such as notes, tests, calculators, etc.
5. Obtaining answers to examination questions from another person with or without that person's knowledge; furnishing answers to examination questions to another student; using or distributing unauthorized copies of or notes from an examination.
6. Submitting as one's own an examination taken by another person; or taking an examination in another person's place.
7. Gaining or seeking to gain unauthorized access to the computer files of a student or faculty member, or staff member, or altering or destroying those files.

B. Misconduct

The University defines violations of proper conduct to include, but not to be limited to, the following:

1. Forgery, alteration, misuse, or destruction of or unauthorized access to official University records, documents, forms, or identification cards.
2. Furnishing of false or incomplete information to the University.
3. Disruptive conduct, such as any attempt to impair, interfere with, or obstruct the orderly operations of the University community, including:
   a. Obstruction or disruption of teaching, research, or other academic or administrative activities.
   b. Violence, threats of violence, disorderly, lewd, or indecent conduct on University property or at a University-sponsored or supervised function.
   c. Trespass or unauthorized entry.
   d. Unlawful assembly on University property or at a University sponsored or supervised function.
4. Theft of or damage to University property or the property of others on the University premises.
5. Possession or use on University property or at a University-sponsored or supervised function of firearms or other weapons, fireworks, or chemicals of a dangerous or explosive nature, except as specifically authorized by the Office of Public Safety.
6. Manufacture, or attempted manufacture, or use, possession or distribution of narcotic or dangerous drugs or controlled substances, including but not limited to marijuana and lysergic acid diethylamide (LSD), except as expressly permitted by law.
7. Violation of campus policies on alcohol use.
8. Smoking or carrying lighted cigarettes, cigars, or pipes in areas posted against smoking.
9. Unauthorized possession, use, distribution, or duplication of any key or keys issued for a University building, laboratory, room, or facility.
10. Failure to comply with directives of University officials or other public officials acting in the performance of their duties. Directives must be lawful and conform to University policy and may not abridge the rights of directed individuals. Also, officials must identify themselves prior to initiating said directives to all parties involved.

II. Procedures

A. In cases of alleged academic dishonesty:

1. A faculty member who suspects a student of academic dishonesty must inform the student in writing of that fact within ten school days after the discovery of the alleged violation. Having been informed of alleged academic dishonesty, the student has the right to have a member of the UMass/Boston community of his/her choice (except legal counsel) present in all proceedings to act as an advocate on his/her behalf. The faculty member shall offer to meet with the student to discuss the case. No longer than ten school days after informing the student of the alleged infraction, the faculty member may impose the penalties listed below for academic dishonesty (see Section III, A). If the faculty member has not imposed a penalty within ten school days after having informed the student, the charges shall be considered dismissed.
2. Within ten school days after the imposition of a penalty or penalties, the student may submit an appeal in writing to the faculty member's departmental chair or program head. The chair/program head is encouraged to consult with the faculty member and the student. The student may request a hearing before the departmental chair or program head if the problem is not resolved through consultation. The student shall have the right to be accompanied at such hearing by a member of the University of his/her choice (except legal counsel) to act as an advocate on the student's behalf. The student (or advocate) shall have the right to present evidence and witnesses and to cross-examine other witnesses. Formal rules of evidence shall not be observed; any evidence having reasonably probative value as to a relevant fact may be admitted. No longer than ten school days after the hearing, the chair/program head shall make findings of fact and shall uphold or recommend modifications of the faculty member's decision, but may not him/herself reverse or modify that decision.
3. Within ten school days after the chair/program head's action, the student may submit an appeal in writing to the Dean or administrative head of the faculty member's college or other administrative unit. The Dean/administrative unit head is encouraged to consult with the chair/program head, faculty member, and student. No longer than fifteen school days after the request for an appeal, the Dean/administrative unit head shall uphold, reverse, or modify the decision of the faculty member. Such modifications may include the imposition of penalties beyond those within the faculty member's purview, including any of the penalties for misconduct (see Section III, B).

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4. Within ten school days after the Dean/administrative unit head's action, the student may submit an appeal in writing to the Vice Chancellor for Academic Affairs. The Vice Chancellor for Academic Affairs will instruct the Discipline and Grievance Committee to conduct an investigation of the case and to report its findings to him/her within thirty school days after the request for an appeal. No longer than fifteen school days after the report of the Discipline and Grievance Committee, the Vice Chancellor for Academic Affairs shall uphold, reverse, or modify the Dean/administrative unit head's decision. Such modifications may include any of the penalties for misconduct (see Section III, B).

5. Within ten school days after the Vice Chancellor for Academic Affairs' action, the student may submit an appeal in writing to the Chancellor. No longer than twenty school days after the request for an appeal, the Chancellor shall uphold, reverse, or modify the Vice Chancellor for Academic Affairs' decision. Such modifications may include any of the penalties for misconduct (see Section III, B). The decision of the Chancellor shall constitute final University disposition of the matter.

6. Failure of the relevant official to render a decision on any appeal submitted pursuant to paragraphs 2 through 5 within the time limits set forth therein shall be considered an affirmation of the penalty and the student shall thereupon be entitled to proceed to the next level of appeal, if any.

B. In cases of alleged student misconduct:

1. All cases of alleged student misconduct shall be referred in writing to the Director of the Student Life Office for investigation. Within ten days of the initial referral, the Director of the Student Life Office will give written notice to the student accused of misconduct of the charges being brought, including a description of the acts complained of, the time and place if known, and a summary of the information upon which the charges are based. Within ten school days of receipt of written notice, the student may request a hearing before the Director of the Student Life Office. The student shall have the right to be accompanied at such hearing by a member of the University community of his/her choice (except legal counsel) to act as an advocate on the student's behalf. (However, a student charged with conduct that is also the subject of pending criminal proceedings shall in any hearing have the right to the presence of legal counsel for advice; this right shall not include participation of counsel in the hearing.) The student (or advocate) shall have the right to present evidence and witnesses and to cross-examine other witnesses. Formal rules of evidence shall not be observed; any evidence having reasonably probative value as to a relevant fact may be admitted. No longer than thirty school days after notifying the student of the charges, the Director of the Student Life Office shall consult with the student and determine whether misconduct has occurred. In cases of misconduct, the Director of the Student Life Office may impose the penalties for misconduct listed below (see Section III, B).

2. Within ten school days after the action of the Director of the Student Life Office, the student may submit an appeal in writing to the Vice Chancellor for Student Affairs. The Vice Chancellor for Student Affairs will instruct the Discipline and Grievance Committee to conduct an investigation of the case and to submit its finding to him/her within thirty school days after the request for an appeal. No longer than fifteen school days after the report of the Discipline and Grievance Committee, the Vice Chancellor for Student Affairs will uphold, reverse, or modify the decision of the Director of the Student Life Office.

3. Within ten school days after the Vice Chancellor for Student Affairs' decision, the student may submit an appeal in writing to the Chancellor. No longer than twenty school days after the request for an appeal, the chancellor shall uphold, reverse, or modify the Vice Chancellor for Student Affairs' decision. The decision of the Chancellor shall constitute final University disposition of the matter.

III. Sanctions

A. In cases of academic dishonesty, sanctions to be imposed by faculty members shall be one or more of the following:

1. Failure in the assignment in which the infraction occurred.

2. Failure in the course in which the infraction occurred.

3. Failure in the certification of competency in the area in which the infraction occurred.

In addition, the faculty member, in cases in which academic dishonesty has been repeated, or is of an especially serious nature, may recommend to his/her dean/administrative unit head the imposition of additional penalties including those for misconduct.
(see Section III,B).

B. In cases of student misconduct, sanctions to be imposed shall be one or more of the following:

1. Oral Admonition: The lightest form of disciplinary action.

2. Disciplinary Reprimand: An official written notice to a student that his/her conduct is in violation of University rules or regulations and will not be tolerated.

3. Disciplinary Probation: A more severe sanction than a reprimand. For the duration of a stated probationary period, the student must demonstrate willingness to comply with University rules or regulations or other stipulated conditions or requirements, which may include (but are not limited to) forfeiture of the privilege of participation in club or team activities or other University-based extracurricular activities.

4. Suspension from the University: Withdrawal from all divisions of the University for a period of time no shorter than the remainder of the semester in progress at the time the sanction is imposed. The period of time for which a suspension will be effective must be stated in writing to the student at the time of its imposition.

5. Expulsion from the University: Permanent separation from the University. An expelled student may not be readmitted to any of the University's academic units.

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6. Restitution: The assessment of financial charges or other forms of recompense for any damage or loss incurred by the University or any member of the University community.

In addition to the sanctions for misconduct listed above, the Director of the Student Life Office, Vice Chancellor for Student Affairs, or Chancellor when appropriate may require the student to seek counseling as a condition of being allowed to remain at the University. The case may also be referred to state or federal authorities.

In any instance where the continued presence of an individual on campus may pose a threat to his/her own well-being or to the rights or property of the University community, the Director of the Student Life Office may impose an interim suspension. This action is designed to prohibit the presence of the student on campus until the case can be resolved in accordance with prescribed campus procedures. This interim suspension is not entered on a student's record and does not affect the student's status except as described above.

Student Right to Review University Records

Educational Rights and Privacy Act

In accordance with Public Law 93-38, the University wishes to inform all UMass/Boston students of their rights to review their education records on file at the University.

This Act sets forth requirements designed to protect the privacy of parents and students with regard to access, review or release of records maintained by educational institutions.

The Act permits current or former students to review the following documents: permanent academic record, admissions, financial, placement, veteran's, counseling, advising and disciplinary records.

Access to these records may also be granted to faculty and staff, parents of a student listed as a dependent on Federal Income Tax returns, authorized federal or state officials auditing education programs, and accrediting associations.

The following records may not be examined: parents' financial records, medical, psychiatric or psychological records, personal files of faculty or administrative personnel, law enforcement records held by law enforcement officials.

Directory information may be released to third parties without the written consent of the student, provided the student has been given the opportunity to withhold all such disclosure. Directory information includes: the student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, degrees and awards conferred.

Procedure for gaining access to records: a request by a student for access to a record is made in writing to the office which maintains the record. Within 45 days the office must inform the student when the record will be available. Every office is also obliged to tell students, at their request, who else has had access to their record and why.

The academic record is the only permanent record and is maintained in perpetuity. Medical records are retained by the Health Services Center for 30 years. Admissions records for all applicants must be held for three years.

If a student requests a copy of any part of his or her education record, either for personal use or for release to a third party, the student shall incur the cost of copying not to exceed $5.00.

Any questions and/or challenges concerning these matters should be addressed to the Division of Student Affairs, Administration Building, Third Floor.

Student Grievance Procedure

The University provides redress, through formal grievance procedures, for students who believe they have grounds for instituting such a grievance. However, it is the University's policy to encourage the informal resolution of disputes or disagreements, before any formal grievance proceeding is initiated.

Students are urged first to try resolving the situation directly with the person involved, next, with the appropriate supervisor or chairperson, and then, if further discussion is required, with the appropriate director or dean.

If all efforts at such informal resolution are unavailing, the student should contact the office of the Vice Chancellor for Student Affairs, which will assist him or her in filing a formal grievance.

Student Rights and Responsibilities in Connection with Financial Aid

1. Students are expected to be prompt in applying for aid and in ensuring that support documentation is forwarded in a timely manner to the Office of Student Financial Management. It is strongly suggested that students *plan early.*
2. Each student has a right to expect confidentiality and professionalism in the handling of his or her application for financial aid. This right is carefully protected by the staff of the Office of Student Financial Management.
3. All students have the right to see all materials held in their folders within the Office of Student Financial Management (the exception is the parent's confidential financial information, if the parent(s) or guardian(s) have specifically prohibited disclosure to the student). To do this, a student *must* make an appointment with a Financial Aid Counselor. Members of the Office of Student Financial Management staff, in exercising their responsibilities, also have the right to see a student applicant's folder. *No* other person has this right.
4. Every student has a right to a timely review and award notice, assuming the student has met the stated deadlines and requirements of the Office of Student Financial Management.
5. Every student has the right to review his or her case with a professional counselor in the Office of Student Financial Management.
6. If a student, after such review, remains unsatisfied with the analysis of need and the award of aid, he or she has the right to appeal to the Director of Student Financial Management, the Financial Aid Advisory Committee, and ultimately the Dean of Enrollment Services.
7. It is the responsibility of students and parents to provide all data requested, honestly and completely. Falsification of records or withholding of information pertinent to a decision about aid may result in University action or, in cases where federal funds are extended, in penalties of law.
8. It is the responsibility of students to read all information carefully and completely, and to comply with the stated instructions at all times. Failure to do so will delay awards and may cause students difficulty in registering for classes.
9. Every student is expected to comply with all laws and policies governing aid. This is particularly important in the area of academic enrollment, as a fully-aided undergraduate student is expected to carry no fewer than twelve credit hours, and a fully-aided graduate student is expected to carry no fewer than nine credit hours. Each student is expected to attend classes and progress satisfactorily toward his or her degree.

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10. *All* students must present their UMass/Boston identification cards when picking up checks, obtaining confidential information, and keeping appointments with financial aid counselors. *There will be no exceptions to this policy.*

Student Right to Excused Absence Because of Religious Belief

An Act Excusing the Absence of Students for Their Religious Beliefs

In accordance with Chapter 151C, Section 2B of the General Laws of Massachusetts, the University wishes to inform students of their rights under this legislative provision of the Commonwealth of Massachusetts. This section states:

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study, or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

University Policies on Affirmative Action and Sexual Harassment

Affirmative Action

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 and other applicable Federal and State laws, the University reaffirms its commitment to a policy of non-discrimination and affirmative action.

Equal Employment Opportunity: The University pledges to make all decisions regarding recruitment, hiring, promotion, and all other terms and conditions of employment without discrimination on the grounds of race, color, religion, sex, national origin, age, handicap, sexual orientation or preference or other factors which cannot lawfully be the basis for an employment decision.

Any questions concerning this policy should be referred to the Office of Affirmative Action/Sexual Harassment.

Sexual Harassment

Sexual harassment is generally the imposition of sexual attention on people who cannot refuse it without fear of consequences. As a form of discrimination, sexual harassment is a violation of federal and state law. It is the policy of the University of Massachusetts that no member of the University community may sexually harass another. For purposes of this policy and consistent with federal regulations, sexual harassment is defined as follows:

Unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature constitute sexual harassment when: 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic work, 2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or academic environment.

It is the policy of the University to protect the rights of all persons within the University community by providing fair and impartial investigations of all complaints brought to the attention of appropriate officials. Any member of the University community found to have violated this sexual harassment policy will be subject to disciplinary action.

Any student or employee who believes that he or she is a victim of discrimination should contact the Affirmative Action/Sexual Harassment Office at 287-5180. (Before a changeover scheduled for early 1990, this number was 929-7075.)

The College of Arts and Sciences

The College

CAS: An Education for Life and Work

In many ways, UMass/Boston's College of Arts and Sciences (CAS) is like arts and sciences colleges at other major universities throughout the United States. Here, at CAS, students can obtain a broad exposure to the full range of academic subjects. Here, too, students can pursue advanced undergraduate work in almost every academic discipline. Here, finally, undergraduate students work with a faculty that is actively contributing to knowledge through scholarly work.

CAS has some unusual qualities, however, that become evident when it is compared with other university-level programs in the arts and sciences. Our faculty gives great emphasis to undergraduate teaching, and most of our courses meet in sections of modest size with full-time members of the senior faculty. Our curriculum offers many opportunities for applied, occupational studies, so that students not planning to attend graduate school can develop useful skills while also obtaining a liberal education. Finally, we stress flexibility in our offerings: the curriculum is available to part-time as well as full-time students, and on both daytime and evening schedules.

The Program

General Education: The first goal of a liberal education is to help students develop those skills, interests, and understandings that constitute the collective inheritance of our time and culture from the history of human civilization. Our general education curriculum pursues this purpose by requiring beginning students to complete course work in six or seven broad areas of knowledge and to achieve the levels of proficiency in writing, thinking, and mathematical reasoning appropriate for advanced work in a university setting.

The Major: To insure that the breadth of learning developed through general education is balanced by in-depth understanding in at least one field, the College requires each student to complete a major program involving ten to twelve courses. Students should declare a major no later than the beginning of the semester immediately following the accumulation of 60 graduation credits. Transfer students who enter the University with 60 or more earned credits should declare a major during their first semester of residency. The major programs are designed to help students prepare for graduate school, for employment, or for thorough exploration of an area of personal interest. The College offers major programs in 24 academic disciplines, and many of these majors contain a number of alternative tracks. Students wishing to develop major programs of their own design may do so with faculty guidance through a special individual major option.

Other Programs: In addition to general education courses and major programs, CAS provides students with a number of opportunities to pursue their interests through organized course sequences: minors within departments, interdisciplinary and career-oriented programs of study, and programs offering certificates to non-degree-seeking students. Such programs, taken through the elective portion of the curriculum, can add further coherence to the undergraduate experience. These offerings are listed in the section that follows, "A Guide to CAS Undergraduate Academic Offerings."

The Faculty

The heart of any college is its faculty. The faculty of CAS is a group of men and women trained at the great universities of the world and actively engaged in scholarly research, many of whom have achieved national and international recognition in their fields. CAS faculty members have been honored by a wide range of professional organizations, have won such prestigious fellowships as Fulbrights, Guggenheims, Goulds, and Gettys have been selected as Danforth Associates, and have been awarded numerous grants by both private foundations and such government agencies as the National Science Foundation and the National Institutes of Health. The pursuit of excellence in scholarship goes hand in hand with the pursuit of excellence in teaching—and the faculty of CAS is, above all, a teaching faculty. Unlike many institutions, at which much of the undergraduate teaching is done by graduate students and teaching assistants, CAS bases its curriculum on classroom instruction by its regular faculty. CAS students benefit daily, in lecture halls, seminar rooms, and laboratories, from the guidance of experienced and dedicated teachers.

Students and Student Life

CAS enrolls a student body broadly representative of the population of the Boston metropolitan area. In recent years nearly two thirds of our students have come from the residential communities surrounding Boston, while another third have come from the public and parochial schools of the city itself. The College also enrolls a large number of students from other states and nations. Most of our students are contributing to the cost of their education by working, and many are financially self-supporting. A large percentage of our students are older than traditional college age; many are married and have families. Educators have recognized for years that students learn as much from each other as from their teachers, and we regard the diversity of our students as one of the great educational assets of CAS.

Student life at the college is enriched by a wide array of facilities and organizations that support extracurricular activities. In the Clark Athletic Center, students enjoy intramural as well as intercollegiate sports. There are opportunities to participate in plays, concerts, radio broadcasting, the student newspaper, and the literary magazine. There are numerous clubs and organizations for students with interests ranging from politics to music to sailing. Most academic departments sponsor clubs that conduct programs related to students' academic interests. Since all our students are commuters, and many also work, life in CAS is not like life at a residential campus in a rural setting. Nevertheless, many at CAS do take advantage of these opportunities to join with fellow students in activities that enrich their educational experience.

A Guide to CAS Undergraduate Academic Offerings

Academic Majors

An academic major provides an opportunity for in-depth study in a specific discipline. A major consists of at least ten courses.

Anthropology
Anthropology and History
Art
Biology
Biology and Medical Technology
Black Studies
Chemistry
Classical Studies
Computer Science
Economics
Engineering Physics
English
Ethics and Social and Political Philosophy
French
Geography
German
Greek
Greek and Latin
History
Italian
Mathematics (Pure or Applied)
Music
Philosophy
Philosophy and Psychology
Philosophy and Public Policy
Physics
Political Science
Psychology
Psychology and Sociology
Russian
Sociology
Spanish
Theatre Arts
Women's Studies

Academic Minors

An academic minor is a sequence of at least six courses in a field for which there is a major. At least a third of the courses in the minor are advanced. Minors are optional.

Anthropology
Biology
Black Studies
Classical Studies
Economics
English
French
Geography
German
History
Italian
Management
Music
Philosophy
Political Science
Psychology
Russian
Sociology
Spanish
Theatre Arts

Programs of Study

Programs of study are groupings of courses that offer significant exposure to a field of interdisciplinary study or relate to a specific set of skills. Some programs are offered by one or more departments; others are free-standing academic units.

Alcohol/Substance Abuse Studies
American Studies
Biobehavioral Studies
Biology of Human Populations
Communication
Computer Science
Creative Writing
East Asian Studies
Engineering
Health Care Studies
International Relations
Irish Studies
Latin American Studies
Law and Justice
Linguistics
New England Historical Archaeology
New England Prehistoric Archaelogy
Professional Writing
Public Policy
Study of Religion
Technical Writing
Translation: Spanish (Summer only)
Urban Studies
Women's Studies

Programs Offering Certificates to Non-Degree-Seeking Students

Several of the programs of study listed above are open to students who are not seeking a degree. For more information, contact individual program directors.

Alcohol/Substance Abuse Studies
Biology of Human Populations
Communication
Computer Science
Creative Writing
Health Care Studies
International Relations
Law and Justice
New England Historical Archaeology
New England Prehistoric Archaeology
Technical Writing
Translation: Spanish (Summer only)
Urban Studies
Women's Studies

Career Oriented Applied Options

Many of the college's departmental and program offerings are organized so as to focus on specific career possibilities. These include

Alcoholism/Substance Abuse Studies
Applied Social Anthropology
Applied Mathematics
Archaeology: New England Historical
Archaeology: New England Prehistoric
Communication
Computer Science
Corrections
Engineering
Engineering Physics
Health Care Studies
International Relations
Management
Medical Technology
Professional Writing
Public Policy
Teacher Education
Technical Writing
Translation: Spanish (summer only)
Urban Environmental Planning
Urban Social Services

Graduation Requirements

Graduation Requirements

The undergraduate curriculum of the College of Arts and Sciences is divided into three parts: preparation in general education, a major field of study, and electives to complement the breadth and depth of a liberal education. To assure that all students who are graduated from CAS have completed a rigorous and coherent course of study, the College has established the following requirements for the Bachelor of Arts degree:

General Education

The College's general education requirements form an important part of each student's work at CAS. They are the Distribution Requirement (which includes the Core Requirement), and the two Writing Requirements.

1. The Distribution Requirement and the Core Requirement

   Please note: The Distribution Requirement and the Core Requirement as described below replace the two sets of "Core Curriculum Requirements" that were in effect from fall, 1979 to spring, 1988. With certain exceptions they apply to all students currently enrolled in the College. The present requirements, however, have been designed so that currently enrolled students can partially fulfill them with courses they have already taken. Please see "Adapting Previous Requirements," below, for details.

   The Distribution requirement asks students to distribute a total of 12 courses among six or seven broadly defined subject areas, each of which spans several different disciplines. The requirement is designed to insure that each CAS student develops a broad familiarity with the range of human knowledge. One subject area, for example, Social Sciences, includes courses from such disciplines as anthropology, economics, political science, psychology, and sociology. The seven distribution areas, and the common elements linking the disciplines within each, are described below.

   I. Courses in the Arts focus on the creative process in such diverse expressive areas as architecture, literature, music, painting, sculpture, and theater, in order to help us understand how artists perceive their universe and their place within it.

   II. Courses in Foreign Languages encourage an understanding of human thought, feeling, and culture through study of the structures, meanings, functions, and development of speech. Studying another language can improve students' command of their own, and contribute to an understanding of another culture.

   III. Courses in Historical and Cultural Studies examine, reconstruct, and interpret the human past, both historic and prehistoric, literate and non-literate, as part of the effort to assess our own culture and civilization.

   IV. Courses in Mathematics and Computer Languages study these self-enclosed symbolic systems whose analytic pleasures and practical uses extend our awareness of the nature and processes of human thought, and the manageability of the real world.

   V. Courses in the Natural Sciences seek an understanding, through experiment and application, of the laws that explain natural phenomena; they approach the human world through study of its natural elements, structures, and processes.

   VI. Courses in Philosophical and Humanistic Studies examine methods of reasoning, and analyze social, ethical, religious, and political values and concepts, in order to apply such knowledge to human experience.

   VII. Courses in the Social and Behavioral Sciences study the behavior of human individuals and groups, often applying the methods of science to the social environment, analyzing the world in terms of individual behavior, social interactions, and human institutions.

   With a few exceptions (indicated by a "Z" prefix; for example "Art Z175"), almost all 100- and 200-level CAS courses of 3 or more credits are assigned to one of these seven areas, and thus count toward fulfilling the Distribution Requirement. *Of the 12 courses taken to meet the Distribution Requirement, a maximum of three may be counted in one subject area; a maximum of two may be counted in each of the other areas. Students have the option of eliminating one of the subject areas; in this case they would spread their 12 courses over six subject areas rather than seven. Students wishing to count foreign language courses as part of their Distribution Requirement must complete at least one semester beyond the 101 level.*

   Please note: The Distribution Requirement for students majoring in Engineering Physics differs from what is described here. Please see the Engineering Physics section of this catalog for complete information.

   CAS students take Core Courses as part of the Distribution Requirement. Of the 12 distribution courses each CAS student takes, five must be Core Courses, which are so designated by a "C" prefix (for example, Philosophy C108). Of these five, three must be at the 100 level, and the other two must be at the 200 level. Core Courses are found in four of the distribution areas: the arts, historical and cultural studies, philosophical and humanistic studies, and social and behavioral sciences. Different from other courses, they are specifically designed to introduce students to an area of knowledge that goes beyond a single discipline or a departmental division of knowledge.

   Because they are also designed to provide intensive instruction in writing, critical thinking, and quantitative reasoning skills, Core Courses have limited enrollment. And since they are special courses with a unique role in the curriculum, they use more University resources than other courses. Therefore, CAS has limited the number of Core Courses any student can take to five. A sixth Core Course will not count towards either the Distribution Requirement or towards graduation.

   Please note: Certain exceptions apply to students in two categories. 1. Students who entered CAS between fall, 1979 and spring, 1985 are not subject to the five-course limit on Core Courses, provided these courses were taken during or before the spring, 1988 semester. 2. Students who entered the College before fall, 1979, and who have not had an absence of more than two years, may choose to fulfill the Core Curriculum requirements in effect at the time they entered the College, instead of the present Distribution Requirement. Such students should contact the Office of Academic Support and Advising for more information.

Graduation Requirements

Adapting Previous Requirements: CAS students who have taken any 100- or 200-level course presently assigned to a distribution area may apply that course—regardless of whether it previously carried a "C", "D", or "E" prefix, or no prefix—to the current Distribution Requirement. For example, a student who took Economics 208 in 1983 may count this course toward meeting the requirement, even though it did not qualify under previous Core Curriculum requirements, and was not assigned to a distribution area (in this case, social and behavioral sciences) until 1988.

Transfer Students and the Distribution Requirement: For all transfer students, courses taken at other institutions will be given equivalency credit whenever possible, and will be assigned to the appropriate subject area, so that they can be counted toward the Distribution Requirement.

CAS students (and others subject to the CAS Distribution Requirement) entering the University with 30 or fewer transfer credits must satisfy the Distribution Requirement, including the Core Requirement. Their five Core Courses must be taken at UMass/Boston.

Those entering with more than 30 transfer credits must satisfy the Distribution Requirement, but not the Core Requirement. They are free to take up to three C100 and two C200 courses either as part of the Distribution Requirement, as electives, or as preparation for the Writing Proficiency Exam; however they are not *required* to take Core Courses.

2. The Writing Requirements

The ability to use the English language for the effective presentation of ideas in expository prose is essential to success in university-level study. Therefore, the College asks students to satisfy two writing requirements: the Freshman Writing Requirement and the Writing Proficiency Requirement.

Freshman Writing: All CAS students must complete one year of Freshman Composition (English 101 and 102), unless they are granted a waiver. Together, these two courses focus on the fundamentals of expository writing and the presentation of research. The results of the English Placement Test require some students to take English 010 before 101; transfer students must complete English 102, or be granted a waiver, regardless of whether they have taken freshman composition elsewhere.

Writing Proficiency: All CAS students must demonstrate writing proficiency, before accumulating 68 credits. Each student either takes a Writing Proficiency Examination or submits a satisfactory portfolio of papers written for UMass/Boston courses. Transfer students entering the University with 68 or more credits must complete this requirement before their second semester of residence. Students who accumulate more than 68 credits without having completed this requirement may have limits placed on the number of credits they can take until it is completed. Students who accumulate 90 credits without having completed this requirement will be placed on academic suspension until it is completed.

The Major

CAS students must complete the requirements for one of the majors offered by the College, as described in the departmental listings in this catalog; or they may choose an individual major. Information on the College's individual majors curriculum appears later in this section.

Total Credits and Grade Point Average

CAS students must acquire a total of 120 credits to graduate, of which at least 30 must be earned at UMass/Boston. No credits earned in ESL courses, with the exception of ESL 100D, may count toward graduation. A maximum of 4 credits earned in Academic Skills courses may count toward graduation.

Students must maintain a cumulative grade point average of at least 2.0 in order to graduate. Individual departments may also have a GPA requirement for courses in the major. For more complete information on retention standards, see the section of this catalog on Academic Regulations.

The Bachelor of Science Degree

CAS students majoring in biology, chemistry, computer science, mathematics, physics, or psychology, have the option of earning a bachelor of science degree. Specific departmental requirements for this degree are listed in each department's section of this catalog; all of them require students to take six semester courses in science outside their major discipline, in addition to completing all of the graduation requirements listed above for the bachelor of arts degree.

Waivers of Graduation Requirements

The Distribution Requirement: Students who present evidence, through placement scores or transcripts, of intermediate proficiency (equivalent to the fourth semester of college work) in a foreign language* will receive a waiver for two distribution courses in the foreign languages subject area. Native speakers of a language other than English are encouraged to apply for this waiver. Students granted a foreign language distribution waiver need to take only ten courses toward the Distribution Requirement.

Students who present evidence, through placement scores or transcripts, of work in mathematics equivalent to college calculus (Math 141) will receive a waiver for two distribution courses in the mathematics subject area. Students granted a mathematics distribution waiver need to take only ten courses toward the Distribution Requirement. Students granted waivers in both a foreign language and mathematics need to take only eight courses toward the Distribution Requirement.

The Writing Requirements: The Freshman Writing Requirement may be waived through examination. Complete information is available at the Department of English. The Writing Proficiency Requirement may not be waived.

* Students working toward the BS degree may be granted the same waiver for proficiency at the elementary level (equivalent to the second semester of college work).

Courses Involving More Than One Department

Cross-Listed Courses

A single course may appear in the catalog in the course listings of two different departments. Such cross-listed courses may be taken for credit toward the requirements of either or both departments, unless otherwise indicated. Cross-listed courses are designated by the prefix "L," and both departments are also designated. For example: Hist L160 (EASt L160) East Asian Civilizations I. This is an introductory-level course (160) and a cross-listed course (as indicated by the "L"), in History and East Asian Studies. A single cross-listed course may not be taken more than once; i.e., a student who takes Hist L160 may not subsequently take EASt L160.

Graduation Requirements

Humanities Courses and Interdisciplinary Courses

Some courses, though taught by faculty of specific departments, have a broader focus. Others are taught by faculty from more than one department. All these courses are listed either under Humanities or under Interdisciplinary Studies, which are separate sections of this catalog. The departments involved are listed in parentheses as a prefix to the course title. For example: Human C271 (Ger) The Literature of the Holocaust.

Course Load for Full-time Students

Students may normally enroll for no more than five courses per semester. After a student's first semester, the student may take one additional course per semester under the following conditions:

1. the student's overall grade point average must be 3.0 (or above) or the student's grade point average for the previous semester must be 3.5 (or above); *and*
2. written permission must be secured from those the Dean of the College has designated (Associate/Assistant Dean for Academic Studies).

Office of Academic Support and Advising

The Office of Academic Support and Advising of the College of Arts and Sciences offers a comprehensive program designed to enable students to succeed in their studies. The focus of the program is on academic advising, academic skills instruction, and tutorials, but students are also invited to seek assistance through this office with any problems that impinge on their academic careers.

Academic Advising

New freshmen and transfer students meet faculty advisors during New Student Orientation and continue through the year with the same group of advisors. When a student declares a major, usually in the sophomore year, an advisor is assigned by the academic department of the major program. Undeclared majors are advised through the Office of Academic Support and Advising. Students who do not know their assigned advisors should consult the Office of Academic Support and Advising. Student Peer Advisors are also available to help students become oriented to the College.

Students in the College will find skilled advisors in the Office of Academic Support and Advising to assist with such problems as course withdrawals, withdrawals from the University, grievances, letters of recommendation for postgraduate study or work, choices of program or major, and referrals for assistance to other University services.

Academic Skills Instruction

All new students in the College of Arts and Sciences are given a series of tests to help them assess their academic readiness; they are then encouraged to participate in those programs which most clearly meet their needs. The Office of Academic Support and Advising offers credit-bearing Academic Skills courses, non-credit workshops, and individual tutorials in general study skills, reading, writing, and mathematics. A Reading and Study Skills Workshop and a Mathematics Resource Center are associated with the Office. Detailed descriptions, schedules, and locations for these offerings are posted in the Office of Academic Support and Advising, and credit-bearing courses are described in this publication under "Skills."

English as a Second Language Center

The English as a Second Language Center serves students whose native language is not English. It offers intensive course work in listening/speaking, reading, grammar, and writing. It also helps orient students to the University, provides them with advising information, and monitors their progress.

Special Programs

The CAS Honors Program

The Honors Program in the College of Arts and Sciences offers the academically talented student special opportunities for enriching and stimulating work in close contact with the College's faculty. The program is open to incoming freshmen, to transfer students, and to those already enrolled in the College, whose demonstrated academic achievement is at a high level.

The structure of the CAS Honors Program allows highly committed students to interact with one another; however, since they are also enrolled in non-Honors courses, the program does not isolate them from the richness and diversity of the College as a whole. For complete information, see the "Honors Program" section of this catalog.

Honors and Academic Distinction

Besides the opportunities offered by the CAS Honors Program, and the awarding of the University's honors designations (see the "Academic Regulations" section of this catalog), the College recognizes academic achievement in several other ways:

- Students who achieve a minimum grade point average of 3.20 for nine or more graded credits each term are named to the Dean's List.
- Most major departments in the College have special provisions for Senior Honors, ordinarily based on some combination of research, a directed thesis or project, and an honors seminar.
- Each year the College recognizes seniors who achieve academic distinction in majors and programs, and also awards a number of named prizes at an Honors Convocation.
- The College elects students to membership in Alpha Kappa Delta (ΑΚΔ), the National Honorary Society in Sociology, Omicron Delta Epsilon (ΟΔΕ), the National Honorary Society in Economics, and Sigma Pi Sigma (ΣΠΣ), the National Honorary Society in Physics.

Individual Majors Curriculum

The individual major special option is intended for students whose interests and goals make it advisable for them to set up an individualized program of study which differs from programs with standard requirements. The purpose of this academic option is to encourage exploration and the pursuit of individual interests and goals. A student may develop a major program from

Special Programs

existing interdisciplinary concentrations or design a major program drawn from the offerings of several academic areas within the College. A student seeking admission to this option will be expected to prepare a proposal containing an articulation of his or her interests and goals and an explanation of the relationship between these goals and the courses the student intends to take.

The following guidelines have been developed for the implementation of the Individual Majors Curriculum:

GPA Requirement for Individual Major Option

Students must have a 2.5 Grade Point Average in order to apply for the Individual Major Option.

Format of Proposals

In consultation with his or her advisor the student will prepare a proposal which contains

1. A selection of ten to twelve courses, at least six of which are at the 300 level or above, and one of which is designated in the proposal as a "methods of inquiry" course, designed to illuminate how different approaches to understanding fit together in the several disciplines to be studied.
2. A rationale for wishing to pursue an individual program of study.
3. An articulation of the student's interests and goals. If a student states professional or graduate school plans then the proposal should show an awareness of the academic prerequisites.
4. A consideration of the relationship between the courses selected and the student's goals.

Evaluation of Proposals

1. Each proposal must be submitted to the student's advisor. The advisor may approve the proposal as written, may reject it as inappropriate, or may return it to the student with a request to resubmit the proposal in revised form.
2. All proposals initially approved by advisors are transmitted by the Academic Support and Advising Office to the Senate Committee on Majors, Honors, and Special Programs for evaluation.
3. Proposals should be submitted to the Senate Committee on Majors, Honors, and Special Programs in the second semester of the sophomore year before the accumulation of 60 credits, either before November 1 in the fall semester or before March 1 of the spring semester. Transfer students' proposals may be submitted in the first or second semester of the junior year.

Minor in Management

Students in the College of Arts and Sciences may take a minor in management through a program offered in cooperation with the College of Management. The purpose of this program is to permit students with a primary interest in one of the liberal arts disciplines to acquire skills and knowledge that will be of value in pursuing managerial careers. The minor is a sequence of six courses: Financial Accounting; Managerial Accounting; three of the following courses: Financial Management, Theory and Practice of Management, Operations Management, Principles of Marketing; and one additional 300 or 400 level course. Admission to this program is competitive and by application only. For information about prerequisites and applying see the Office of Academic Support and Advising.

CAS and Teacher Certification

Teacher preparation programs at the University of Massachusetts at Boston are housed in the College of Education. These programs in elementary education, early childhood education, and secondary education all require a solid foundation in the liberal arts. Students in elementary and early childhood education must complete the CAS General Education Requirements and a concentration (27 credit hours) in any one of a number of CAS disciplines. Students in secondary education must complete a major in CAS; teacher certification is available in biology, chemistry, earth science, English, English as a Second Language, French, geography, history, Italian, mathematics, music, physics, Spanish, and transitional-bilingual education.

Since the Commonwealth of Massachusetts is now in the process of establishing new requirements for the certification of teachers, the College of Education and CAS are revising their curricula. Students enrolled in teacher preparation programs offered during the 1989-90 school year must complete the undergraduate degree no later than December, 1993, in order to be eligible for certification under the currently existing regulations.

For more information consult the College of Education section of this publication.

Engineering Program

In cooperation with the University of Massachusetts at Amherst, UMass/Boston conducts a two-year introductory program in engineering. The program makes it possible for students to live and work in the Boston area while completing at least half of the course work required for the bachelor's degree in engineering.

Students who are admitted to the program and successfully complete it are guaranteed admission to the School of Engineering at UMass/Amherst. For students who wish to remain in the Boston area, a similar exchange agreement is in effect with the Engineering School at Northeastern University. For students majoring in electrical engineering, additional exchange agreements with local private institutions have been established: electrical engineering majors who complete the program satisfactorily may transfer to Boston University, Tufts University, or Wentworth Institute, as well as Northeastern University. A special state-appropriated subsidy is currently available to help defray some of the tuition costs of students who transfer to these private institutions. This subsidy is dependent on the annual appropriation of state funds, and it may be reduced or eliminated in the future. Removal of the subsidy would not affect the transfer admission agreements described above.

Massachusetts Bay Marine Studies Consortium

The section of this publication on Interdisciplinary Courses describes several offerings sponsored by the Massachusetts Bay Marine Studies Consortium. The University of Massachusetts at Boston is one of the founding members of this consortium, an association of nineteen Greater Boston educational institutions and organizations. The Consortium was formed by educators committed to the encouragement of active, informed, and responsible public decision making. It promotes cooperation among the area's academic institutions; sponsors fully-accredited interdisciplinary courses that focus academic expertise on real world problems, and facilitates contact among those researching various aspects of marine studies. The Consortium also sponsors publications, meetings and public symposia.

Cooperative Education/Internship Program

The Co-op/Internship Program places UMass/Boston students in work assignments which relate directly to their fields of study. The object of the program is to provide students with opportunities to apply what they learn in the classroom in practical work settings. For more information, see the "Cooperative Education/Internship Program" catalog entry.

Developmental Studies and Freshman Studies Programs

The Developmental Studies Program provides a pre-matriculation summer program for a selected group of students who lack the traditional credentials for admission to college, but who show promise of benefiting from a university education. It offers intensive workshops in reading, writing, mathematics, and study skills. Those students who successfully complete the program are admitted to the College of Arts and Sciences in the fall.

Alcohol/Substance Abuse Studies Program

Special Programs

The Freshman Studies Program provides special services to students who need extra help during their freshman year. In addition to academic support it offers individual advising and enrichment activities. Most students who are matriculated through the Developmental Studies Program will participate in the Freshman Studies Program during the succeeding year.

Students in the program enroll in FrSt C101 (Freshman Studies Seminar), a three-credit core course in the area of historical and cultural studies. This course focuses on ways of gathering and ordering information. It provides both an introduction to areas of general education and an opportunity to apply the skills developed in the Academic Skills sequence to an extended research project. Faculty for the seminar are drawn from different academic departments; each section focuses on a different topic. Topics have included: "From Childhood to Adulthood: a Cross-Cultural Investigation"; "Community as a Context for Cultural and Social History"; "Exploring Science and Technology: a Historical Approach"; "Concepts of Crime, Justice, and Punishment;" and "Humor." For a more detailed description, see the Freshman Studies section of this publication.

Pre-Law and Pre-Medical Advising

The University conducts advising programs for students considering both legal and medical careers. Program advisors suggest courses and activities appropriate as preparation for these careers and provide information about procedures for applying to law and medical schools. (In past years, the percentage of UMass/Boston applicants admitted to law and medical schools has been high.) Interested students should contact the Office of Career Services.

Note:

For detailed information about CAS academic programs, statements of requirements, and course descriptions, refer to the individual sections for departments, programs, and areas of study in the following pages. Those seeking information about the range of offerings each semester should speak with departmental or program advisors and consult the schedules issued by the Office of Registration and Records.

Directors

Professor Gerald Garrett, Associate Professor Ann Cordilia

The Alcohol/Substance Abuse Studies Program offers students a solid grounding in the theory and research of alcohol/substance abuse studies along with practical experience in the field. Participants study the theoretical traditions which focus on sociocultural aspects of alcohol/substance abuse, and on the epidemiology and etiology of various types of addictive behavior. In addition, they will be acquainted with applied research on treatment, prevention, education, and social policy related to alcohol/substance abuse.

Courses in the program address a range of treatment-related topics, including the psychological aspects of substance abuse, alcoholism and the family, alcoholism in women, behavioral models of therapy, and Alcoholics Anonymous as a treatment modality. Other courses have components relevant to social policy concerns; these include alcoholism and homelessness, alcohol and crime, "driving while intoxicated" programs, alcohol abuse prevention programs for teenagers, and halfway houses for former alcohol abusers.

Finally, through a six credit internship, students gain field experience in some aspect of treatment or prevention services.

The Program

Students in the program are required to take a total of 18 credits. Two courses (9 credits) are required:

Sociol 368 (Alcohol: Etiology and Epidemiology) (3 credits)
Sociol 469 (Alcoholism Agency Experience) (6 credits)

Students also take three electives from the following list:

Sociol 160 (Social Problems) (3 credits)
Sociol 261 (Social Deviance and Control) (3 credits)
Sociol 351 (Methods of Sociological Research) (3 credits)
Sociol 369 (Alcoholism: Treatment and Prevention) 3 credits
ApSoc 623 (Alcohol and Crime) (3 credits)
ApSoc 655 (Evaluation Research) (3 credits)

Any of the following sociology, psychology or counselor training courses may be substituted for the electives above, with permission of one of the Alcohol/Substance Abuse Studies Program directors;

Sociol 478, 479 (Directed Study in Sociology) (3 credits)
Psych 102 (Introduction to Behavioral Research)(3 credits)
Psych 200 (Personality) (3 credits)
Psych 215 (Psychopathology) (3 credits)
Psych 263 (Psychology of Substance Abuse) (3 credits)
Psych 320 (Introduction to Clinical Psychology) (3 credits)
Psych 362 (Psychopharmacology) (3 credits)
Coun 671 (Employee Assistance Program) (3 credits)
Coun 672 (Alcoholism and the Family) (3 credits)
Coun 673 (Alcoholism: Counseling and Therapy) (3 credits)
Coun 674 (Psychopharmacology of the Drug Ethanol) (3 credits)
Coun 675 (Organization and Administration of Alcoholism Treatment Facilities) (3 credits)

Requirements

The Alcohol/Substance Abuse Studies Program is open to both matriculated undergraduates of any major and to non-degree-seeking students. Students may take any ASAS course for which they have fulfilled the prerequisites. Enrollment in 600-level graduate courses requires permission of the Applied Sociology Graduate Program Director and the instructor. Because ASAS Program offerings may change from semester to semester, interested students should contact one of the program's directors for the most current information.

Transfer Credit Policy

Students wishing to transfer credit for courses taken at other universities should consult with one of the program directors.

American Studies Program

Faculty

Lois Rudnick, Associate Professor and Director; Professors Irving Bartlett and Fredrick Danker

The Program

The American Studies Program is the special means in the College of Arts and Sciences of providing students with wide-ranging yet coherent opportunities to study the rich complexities of the United States—its people and their history, institutions, ideals, achievements, and aspirations.

Students can develop broad perspectives from which to understand their own experience and that of other Americans, past and present. In order to accomplish this, the American Studies Program offers its own courses, which may be taken by all students in the University, and a program of study which students may take as a complement to their major. Students may also major in American studies by means of the individually designed major option. The program provides opportunities for independent research, internships, and honors work.

Courses the Program Offers

For Freshmen: Entering freshmen interested in American studies may enroll in C100, Living History: The Oral and Material Folk Culture of New England; in 101, Popular Culture in America; or in other 100-level courses varying in topic.

For Sophomores: Sophomores interested in American studies should enroll in at least one of the following courses: History 265 (American History I), English 230 (Introduction to American Literature I), or American Studies 210 (American Dreams/American Realities: Men and Women in Society and Culture 1600–1860). Other survey courses include American Studies 215 (America on Screen), L223 (Asian Minorities in America), L225 (Southeast Asians in America), and L250 (Popular Song in America). The program also offers a series of "decades" courses, which focus on traditions, practices, beliefs, and values in American life during a specific decade; and study the interplay among social, economic, and political trends specific to the time. Periods covered in these courses include the 1920s, 1930s, 1940s, 1950s, 1960s, and 1980s.

For Juniors and Seniors: Any junior or senior who has completed the prerequisites or received the permission of the instructor may enroll in one or more of several different American Studies upper-level courses. These courses are designed to introduce students to the interdisciplinary study of American culture and society by examining specific local, regional, or national topics. Each is based upon informal but informed discussion, in which students are expected to participate actively, under the direction of a faculty member.

The following courses are offered every year or every other year.

AmSt L301 (Anth L301) Childhood in America
AmSt 309 The Promised Land: Uses and Abuses of the Environment in American History
AmSt 310 Television in American Life
AmSt L315 (Engl L315) Cultural Visions of the American Revolution
AmSt 316 American Poets and Painters
AmSt L349 (Hist L349) America Views Russia
AmSt L369 (Hist L369) The Family in Early America
AmSt L377 (Engl L377) Irish-American Literature and Culture
AmSt 380 The Kennedys of Boston

Ordinarily, courses may count toward the major requirements of the department to which the instructor belongs as well as toward the American studies program of study or major.

The American Studies Program also offers a series of 400-level research seminars limited to 20 students. These seminars introduce interdisciplinary concepts in American studies at an advanced level.

The following courses are offered every year or every other year.

AmSt 404 The New South: 1880-1980
AmSt 405 The Immigrant Experience
AmSt 408 The Search for Community
AmSt 410 Pioneer Women and Men: the Myth and the Reality
AmSt 411 America Talks: The Theory and Practice of Oral History
AmSt 412 Country Music and American Culture
AmSt 413 The New Woman in the United States 1890-1914
AmSt L416 (Engl L416) Civil War Culture
AmSt L421 (Engl L421) The City in American Literature and Culture
AmSt L423 (Sociol L423) Boston's Asian-American Communities

Five additional courses are available whenever needed by qualified students:

AmSt 390 Internship
AmSt 398, 399 Independent Study I and II, 1 to 3 credits
AmSt 498, 499 Honors Work I and II, 1 to 3 credits

Requirements and Recommendations

The Program of Study

Students with a sustained interest in American studies—regardless of their major department—may complete a program of study in American studies. That accomplishment is recorded on their official transcripts.

A minimum of seven courses is required for the program of study. Of these, four must be American studies courses. The remainder must be chosen from among more than 100 courses which are offered by other departments and programs, and which are relevant to American studies. The courses selected must have a common *focus*: that is, they should share some clearly defined theme or issue in American culture and society, past or present. And the courses selected must represent at least two different disciplines. Two, but not more than two, of the seven courses may also count toward the student's departmental major.

Here are examples of themes which might give the required coherence to a program of study: a focus on religion; an Afro-American focus; an urban focus; an environmental studies focus; a study-of-technology focus; a public affairs or public service focus.

Given the large number and range of courses on American themes and issues offered by departments and programs, the program of study should be able to accommodate the special interests of every student genuinely committed to pursuing American studies. Of course faculty advisors will be available to assist students in articulating a focus, and in selecting appropriate courses.

The Individual Major in American Studies

In consultation with a faculty advisor, students may develop a plan for a major in American studies by taking advantage of the individually-designed major option. This plan must be approved by the American Studies Committee, and by the Faculty Senate's Committee on Majors, Honors, and Special Programs.

American Studies Program

The minimum requirements for the major are two of the following courses: History 265 (American History I), English 230 (Introduction to American Literature I), AmSt 210 (American Dreams/American Realities); and at least ten courses above the 100 level. Six of these ten must be at the 300- or 400-level; at least four must be American Studies courses; and one must be a 400-level American Studies research seminar. Students are expected to establish a coherent focus within their American Studies major. For complete information, see the CAS Individual Majors Curriculum section of this publication.

Honors

To be eligible for honors work, a student must be enrolled in a program of study or a major in American studies, and must have a cumulative average of at least 3.3 in the program, and an overall grade-point average of at least 3.0. The student will define the honors project with the help of an American studies faculty advisor, and will enroll in AmSt 498-499.

Transfer Credit Policy

Transfer credit may be arranged with the permission of the director of the program.

AmSt C100
Living History: The Oral and Material Folk Culture of New England
Staff
The course takes an interdisciplinary approach to New England archaeology and material folk culture, focusing on families and local communities, from Puritan Salem to the Shakers, and from the historical museum movement to the present. Students learn methods for collecting, documenting, and analyzing their own traditions in New England and their own communities.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt C202
The Twenties
Staff
A study of the impact of World War I and the post-war social, economic, and political environment on selected issues of American life in the 1920s: the rise of social and political intolerance; the businessman as hero and anti-hero; the "lost" generation; the "New Woman" and the "New Negro."
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt C206
The Sixties
Staff
The course focuses on protest and the role of youth. Who protested and why? Was the phenomenon of the sixties an aberration or part of a larger radical tradition in America? What was the impact on the seventies? Readings are drawn from the works of participants in the student, black, feminist, and peace protest movements, from the intellectuals who defended and attacked them, and from the growing body of retrospective, analytic, and historical literature which attempts to explain what really happened in that tumultuous decade. Films are shown when appropriate.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt 101
Popular Culture in America
Mr Danker
This course introduces students to the varieties of popular culture in America, including popular literature, live entertainment, radio, movies, and television. In-depth case studies of such particular forms of popular culture as humor and music are included. In class viewing and listening accompany case studies.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt 203
The Thirties
Staff
A study of American society and culture during the years from the Panic of 1929 to the attack on Pearl Harbor in December, 1941, using several kinds of evidence: the accounts of people who lived during the decade, the interpretations of historians, and the representations of artists, writers, and filmmakers. The objective of the course is to develop an idea of the main characteristics of American society and culture during the 1930s, a conception of the decade's significance, and an increased understanding of the processes of historical and cultural analysis and interpretation.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt 204
The Forties
Staff
A study of the history and culture of the 1940s. The course focuses on the social, political, and scientific effects of World War II, rather than on the conduct of the war itself.
Distribution Area: Historical and Cultural Studies
3 Lect Hrs, 3 Credits

AmSt 205
The Fifties
Staff
The course considers the culture of the 1950s, including writers like Kerouac, Ellison, Hemingway, and Miller, and phenomena such as the Cold War, McCarthyism, and the "other-directedness" that supposedly dominated the period. The work of social scientists like Riesman and Galbraith is considered, as well as that of novelists and playwrights.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt 208
The Eighties and Beyond
Mr Bartlett
A study of what we can expect in the eighties and beyond, based on predictions made in the work of novelists, scientists, and social scientists. The course begins with the fiction of Bellamy and Orwell and moves on to examine the eighties from the perspective of ecology, economics, politics, education, and technology. The course ends with a series of films and readings on the changing American family.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt 210
American Dreams/American Realities: Men and Women in Society and Culture 1600–1860
Ms Rudnick, Ms Froines
Documents, diaries, letters, essays, fiction, and art, along with secondary historical and anthropological sources, are used to compare the dreams and realities of men's and women's lives in America from the first contact between European explorers and native Americans up through the Age of Reform (183060). Topics include visions of landscape and nature; contrasting cultures of Indians and Anglo-Americans; family and "women's place"; slavery; working class organization; and women's rights.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

American Studies Program

AmSt 215
America on Film
Ms Dittmar
This course focuses on the flowering of American cinema through decades of social, political, and cultural change. It examines both classic representations of "The American Experience" and films which challenge such classic representations. The relations between film and other arts, and between film, history, and ideology, are an ongoing concern.
Distribution Area: Historical and Cultural Studies.
Prerequisite: Engl 102.
4 Lect Hrs, 3 Credits

AmSt L223 (Sociol L223)
Asian Minorities in America
Mr Kiang
This multidisciplinary course examines the social, historical, and structural contexts defining the Asian-American experience from 1850 to the present. Topics include immigration, labor, community settlement, ethnicity, stereotypes, and race relations.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt L225 (Soc L225)
Southeast Asians in America
Mr Kiang
This course examines issues arising from the resettlement of one million Vietnamese, Cambodian, and Laotian refugees in the US since 1975. Topics include resettlement policies, adjustment and acculturation, changing roles of women and family, and the continuing impact of international politics. Media presentations and lectures by local Southeast Asian community leaders highlight the course.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

AmSt L250 (Music L250)
American Popular Song
Ms Myers-Spencer
The study of the various elements and styles of lyrics and music in American popular songs, focusing on ballads from Irving Berlin to Rodgers and Hart, on rhythm and blues, and beyond. Principles of musical form and the art of lyric writing are discussed. Course materials include sheet music, lyrics, records, books, video, and film.
3 Lect Hrs, 3 Credits

AmSt L260 (BlkSty L260)
Afro-American Folklore
Staff
This course examines the development and the significance of Afro-American folklore through study of its various genres: music, tales, legends, shorter verbal forms, material culture, folk belief, and folk humor. Emphasis is placed on both African survivals and Indo-European influences in these genres.
3 Lect Hrs, 3 Credits

Upper-level courses
Note: Upper level courses in American studies are open to juniors and seniors. It is strongly recommended that students wishing to enroll in any upper-level course have completed one of the following: Hist 265, *or* Engl 230, *or* AmSt 210.

AmSt L301 (Anth L301)
Childhood in America
Mr Sieber
An interdisciplinary treatment of conceptions and practices of child nature and nurture in the United States, viewed in the context of American culture and history. The course begins with an historical overview of child life in America, with special attention to Puritan NewEngland, nineteenth-century industrialization and urbanization, and twentieth-century trends. In treating contemporary childhood, the course examines mainstream patterns of the middle and working classes, both rural and urban; Afro-American child and family life; child enculturation among selected American Indian groups; child and family life among Hispanic Americans; the importance of gender as a variable in childhood experience; the growing importance of formal institutions—such as schools, youth organizations, and medical institutions—as environments for the young. Children's own cultural constructions, in the form of games and folklore, are also considered. The course concludes with an examination of selected contemporary policy issues affecting children, such as child abuse, medical intervention, day care, and the Children's Rights Movement.
3 Lect Hrs, 3 Credits

AmSt 309
The Promised Land: Uses and Abuses of the Environment in American History
Mr Bartlett
An examination of the current ecological crises in historical perspective. Starting with Columbus as an agent of ecological change, the course deals with the way that the violation of basic ecological principles has shaped American history, with the development of a conservationist tradition, and with the conflicting views of the American environment held by entrepreneurs, politicians, planners, ecologists, artists, and poets. Readings from both primary and secondary sources include selections from the work of Barry Commoner, Alfred Crosby, Roderick Nash, Samuel Hays, Henry Thoreau, Aldo Leopold, Percival Goodman, and others.
3 Lect Hrs, 3 Credits

AmSt 310
Television in American Life
Mr Simonds
The American experience with television and its cultural, political, and economic implications. Topics include technological innovation, entrepreneurship, the changing cultural content of "prime-time" programming, and public broadcasting cable system capabilities.
3 Lect Hrs, 3 Credits

AmSt 311
America Talks: Theory and Practice of Oral History
Ms Turner
This course introduces the theory, methods, and practice of oral history; examines and analyzes oral history as a means for cultural, ethnographic, and local historical documentation as well as a voice for minority expression; and provides experience in an oral history archive. Students use the valuable near-campus resource of the Oral History Archives of the John F. Kennedy Library and have the opportunity to learn how oral history interviews are conducted, documented, and utilized by researchers. Students are expected to use oral history materials (both tapes and transcripts) for a short term project, and to submit a project that entails using the resources of the JFK Oral History Archives or conducting oral history interviews within their own communities.
3 Lect Hrs, 3 Credits

AmSt L315 (Engl L315)
Cultural Visions of the American Revolution
Mr Gittleman
The course focuses on the American Revolution as the decisive cultural phenomenon of the 2nd half of the 18th century in America and on its shifting significance through the 19th and into the 20th century. Students read the works of Franklin, Jefferson, John and Abigail Adams, Mercy Otis Warren, Nathaniel Hawthorne, and Frederick Douglass, among others, and view art and listen to music related to the Revolution.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

American Studies Program

AmSt 316
American Poets and Painters
Mr Helms
This course pairs American poets and painters of the same generation in order to discover how they share thematic and/or stylistic concerns. In some cases, we know of direct connections between poets and painters (Whitman and Eakins, Frank O'Hara and Jackson Pollock); in others, it is possible to demonstrate affinities (Pound and Whistler). The course is conceived as one of exploration in which students play an important role in asking and answering central questions about the relations between poetry and painting.
3 Lect Hrs, 3 Credits

AmSt L349 (Hist L349)
America Views Russia
Ms Kingston-Mann
Focussing on American-Soviet relations since 1917, this course is particularly concerned to expose students to Soviet and American images of each other at key points in their common history. We look at the ways that these images have changed and evolved.
3 Lect Hrs, 3 Credits

AmSt L369 (Hist L369)
The Family in Early America
Mr Quitt
The course focuses on the relationships between husbands and wives and between parents and children. Consideration is given to regional, socioeconomic, and racial variations. A central theme is the role of the family in transmitting culture over space and time in England and America from 1600 to 1800. A principal question: did a distinctive American family style emerge by the end of this period?
3 Lect Hrs, 3 Credits

AmSt L377 (Engl L377)
Irish-American Literature and Culture
Mr O'Connell
Studies of Irish-American culture during that century between the great famine and the Kennedy presidency. Emphasis upon the connections between ethnic and literary cultures. Special concern for Irish-American fiction: Farrell, O'Hara, O'Connor. Further readings in ethnic history: Handlin and Shannon; biography and autobiography: Riordan, Dunne, McCarthy; Drama: O'Neill.
Prerequisite: Hist 265, or Engl 230.
3 Lect Hrs, 3 Credits

AmSt 380
The Kennedys of Boston
Mr Danker
This course provides a background on the Kennedys and their times. It analyzes some of the political and cultural processes of which the Kennedys were a part, and in particular traces the rise of the Kennedy family in the context of the Boston Irish. Audio-visual material is used where appropriate to examine the role played by the media, that is, print, film, and television, then and now, in forming popular images of the Kennedy family.
3 Lect Hrs, 3 Credits

AmSt 390
Internship in American Studies
Staff
Part-time experience in an appropriate business, government, public advocacy, or nonprofit institution, supervised by an on-site supervisor and an American Studies faculty advisor. Bi-weekly conferences with faculty advisor and written/audio-visual work required.
Prerequisites: Junior or senior standing; 2.5 average; permission of instructor; student must already have taken foundations and two other American studies courses.
3 Lect Hrs, 3 Credits

Research Seminars

AmSt 404
The New South, 1880-1980
Mr Robbins
The development and transformation of the South, perhaps this country's most distinctive region, the recent history of which has been marked by conflict with, and accommodation to, the American mainstream. The colloquium includes a review of Southern history, history since reconstruction, an examination of the key changes in class alignments and black-white relationships, and consideration of the "Southern novel." The course aims at a better assessment of the new political and economic realities which are making possible new "Articles of Conciliation" in the deployment of national power. Readings are from such works as Cash: *The Mind of the South,* Dubois: *The Souls of Black Folk,* Reed: *The Sociology of the South,* Sale: *Power Shift,* Key: *Southern Politics,* Silver: *Mississippi,* Franklin: *From Slavery to Freedom,* Woodward: *The Burden of Southern History,* Murray: *The Omni Americans,* Goodwyn: *Democratic Promise,* Bontemps and Conroy: *Anyplace But Here.*
3 Lect Hrs, 3 Credits

AmSt 405
The Immigrant Experience: Aliens and Anglo-Saxons in American Society, 1830-1930
Ms Rudnick
Through letters, essays, autobiography, fiction, film, oral and written history, the course explores the historical and cultural issues raised by native-born Americans (Anglos) and immigrants (Aliens) who were involved during the late 19th and early 20th centuries in defining the sometimes agonizing process of becoming an American. Representative documents reveal a variety of conflicting views about the process and meaning of Americanization: from the defensive essays of Anglo-Saxon supremacists, through Jane Addams' sensitive witness of immigrant life, the letters, diaries and accounts of immigrants, and two of the most powerful pieces of immigrant fiction in American literature, *Giants in the Earth* and *The Rise of David Levinsky.*
3 Lect Hrs, 3 Credits

AmSt 408
The Search for Community in America
Mr Bartlett
How can men and women in an acquisitive, highly individualistic culture work, live, love, and play in social harmony? The course explores the pursuit of meaningful community life as a central theme in the history of the American mind and imagination through topics like the Puritan village, the Western town, plantation and immigrant experience, and contemporary utopias. Readings include selections from the work of such writers as de Tocqueville, Thoreau, Benjamin Franklin, Sinclair Lewis, Edward Bellamy, and James Baldwin.
3 Lect Hrs, 3 Credits

American Studies Program

AmSt 410
Pioneer Women and Men: The Myth and the Reality
Staff
This course is an interdisciplinary course which, through images of pioneer women and men in literature (especially the Nebraska fiction of Willa Cather), visual art, and the history of the 1880's in the American Midwest, attempts to define the "Pioneer" myth and determine its relationship to reality and to similar myths about male heroes. An examination of Cather's purpose in creating her version of the myth involves studies of her life and works in the 1910-1940 period. Students are asked to work on a project in any one of the three disciplines and to prepare a version of the project for class discussion.
3 Lect Hrs, 3 Credits

AmSt 412
Country Music and American Culture
Mr Danker
This course examines the history and nature of American country music from an interdisciplinary approach, considering historical, social, economic, and cultural factors. The methods of folkloristic, literary, and musical analysis are employed to illuminate the broader contexts of this indigenous music in its relation to American cultural persistence and change, especially in the South. Topics include central themes, song types, and musical styles; the role of the mass media and the music business; the nature of residual oral tradition; the significance of evangelical religion and sacred song; and the contexts of rural life versus urbanization and industrialization in the twentieth century.
3 Lect Hrs, 3 Credits

AmSt 413
The New Woman in the United States, 1890-1920
Ms Rudnick
This course focuses on the several images of the "New Woman" that emerged in the first two decades of the 20th century during a period of extraordinary political, social, and cultural ferment. We explore the major works of seven women who made important contributions to the various fields in which they worked.
3 Lect Hrs, 3 Credits

AmSt L416 (Engl L416)
Civil War Culture
Mr Gittleman
This course is concerned with cultural responses to circumstances and events preceding, during, and following the Civil War. The course considers novels, short stories, eyewitness narratives by soldiers and war correspondents, commentaries, poems, and popular song lyrics by such writers as Harriet Beecher Stowe, Abraham Lincoln, Ambrose Bierce, Walt Whitman, Herman Melville, John W. DeForest, Harold Frederick, and Stephen Crane. Also studied will be pictures by war artists (Winslow Homer and Alfred R. Waud), and war photographers (e.g., Mathew Brady), and commemorative sculpture including a Boston masterpiece by Augustus Saint-Gaudens. Special attention will be given to the involvement of Bostonians, particularly Thomas Wentworth Higginson and Robert Gould Shaw, with regiments of ex-slaves and freeborn black troops, the latter being the famous Massachusetts 54th that trained in the Hyde Park section of Boston and fought so bravely in Charleston Harbor, South Carolina.
3 Lect Hrs, 3 Credits

AmSt 420
Special Topics
Staff
Various seminars in the study of American culture will be offered once or twice under this heading. Topics change from year to year and are announced before the beginning of each semester.
3 Lect Hrs, 3 Credits

AmSt L421 (Engl L421)
The City in American Literature and Culture
Mr Katz
An introduction to the concept of culture as a tool of interdisciplinary studies. The meanings of "culture," some alternative ways of defining and using it, and the effects of those uses are explored through specific texts about the city in general and Boston in particular. The course includes some of the following representative works: Lewis Mumford's *The Culture of Cities* (social philosophy), Oscar Handlin's *Boston's Immigrants* (social history), or Sam Bass Warner's *Streetcar Suburbs* (urban history), Henry James' *The Bostonians* (fiction), Herbert Gans' *The Urban Villagers* (urban sociology), and Martin Green's *The Problem of Boston* (culture criticism).
3 Lect Hrs, 3 Credits

AmSt L423 (Soc L423)
Boston's Asian-American Communities
Mr Kiang
This advanced research seminar examines the dynamics of ethnicity and community change in Asian-American communities. Using theories of community development and methods of community research, students analyze Boston's Asian-American communities as case studies of complex social systems. The course also looks at current research on immigrant acculturation, ethnic enclave economies, and the community control movement.
3 Lect Hrs, 3 Credits

Graduate Courses

AmCiv 601
The Idea of the Nation I
Mr Quitt
A study of the development of American nationalism from 1775 to 1865 which focuses on the evolution of the concept of "The Union." Students examine the basic public documents and the works in contemporary culture expressive of this development.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits

AmCiv 602
The Idea of the Nation II
Staff
A study of the emergence of the modern American nation-state from 1865 to the present. The course focuses on the influence of a national political economy and of periodic war in the development of the modern American nation. Students examine the basic public documents and the works in contemporary culture expressive of this development.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits

American Studies Program

AmCiv 603
American Concepts of Citizenship and the Individual I
Mr Bartlett
How did the "participant civic culture" that we associate with American democracy develop? The course concentrates on the individual's role in politics and society and traces the development of citizenship and national character (what it means to be an American) from the colonial period to 1860. Topics to be discussed include Puritan communalism, the relationship between American freedom and American slavery, contrasting assumptions regarding the individual in the Declaration of Independence and the Constitution, and the tension between morality and citizenship.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits

AmCiv 604
American Concepts of Citizenship and the Individual II
Mr Katz
What happened to "participant civic culture" as the nation's character and the national character changed under the impact of immigration, industrialization, urbanization, depressions, wars, and increasing centralization of power in the federal government; and as the nation's culture changed in response to such developments in the natural and social sciences as Darwinism, Marxism, Freudianism, and the development of the theory of culture? Like AmSt 603, this course concentrates on the individual's role in politics and society, and traces changes in the nature and conception of citizenship during the years from the Civil War to the present.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits

AmCiv 605
Citizenship, Democracy and Future Change
Staff
The course examines specific examples of technological, economic, and social change in modern America and the world. The first topic for discussion is 19th and 20th century attitudes towards technology as seen in the books of Edward Bellamy, William Morris, and Elting Morison. The second is persistent long-range trends in demographic change, urbanization, bureaucratization, and direct action politics. The third is divergent scenarios for the American future which policy makers must consider today. Actual planning documents such as the recent *Global 2000 Report to the President* are used wherever possible.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 3 Credits

Department of Anthropology

Faculty

Barbara E Luedtke, Associate Professor and Chairperson; Professors Barbara Ayres, Frederick C Gamst, Alan Harwood, David Landy (Emeritus) Associate Professors Naomi Bishop, Thomas Buckley, Reza Fazel, Michael F Gibbons, Jr, Lawrence S Greene, Charles M Nelson, R Timothy Sieber, Michiko Takaki; Assistant Professor Stephen Mrozowski; Lecturer Lucille Kaplan.

The Department

Anthropology is the systematic study of the nature of human beings—as animals, as social beings, and as creators and users of symbols. This department's curriculum offers introductory, intermediate, and advanced courses in the four fields of anthropology: sociocultural anthropology, linguistic anthropology, biological anthropology, and archaeology. Through these courses, majors and non-majors alike may investigate the origins and evolution of the human species and the wide range of human adaptive techniques (patterns of culture) exhibited by peoples in all regions of the globe, from the dawn of the Paleolithic to the present.

Requirements and Recommendations for the Major

Introductory Courses

All majors are required to take ten courses in the department, to be selected according to the following guidelines:

I. Introductory Courses: Anth 102 (Introduction to Archaeology and Biological Anthropology) and Anth 103 (Introduction to Cultural Anthropology). Each is a prerequisite to most related, advanced anthropology courses and ordinarily should be taken during the freshman or sophomore year. Anth C100 may be counted toward the major only by those students who have taken the course before declaring their major. These students may substitute C100 for 103 with the permission of their faculty advisor. In any event, only two 100-level courses may count toward the major.

II. One course in Sociocultural Anthropology: either Anth 350 (Elements of Social Organization) *or* Anth 351 (Evolution of Culture).

III. One course each from *two* of the other fields (total of two courses):

A. Linguistic Anthropology: Anth 281 (The Structure of Human Language) *or* Anth 285 (Language and Culture);

B. Biological Anthropology: Anth C210 (Biosocial Bases of Human Behavior) *or* Anth 211 (Human Origins) *or* Anth 212 (Human Variation);

C. Archaeology: Anth 233 (Old World Prehistory),*or* Anth 234 (New World Prehistory) *or* Anth 240 (Historical Archaeology), *or* Anth 241 (Archaeological Method and Theory).

These courses are designed to introduce the student to basic concepts in each field and ordinarily should be taken before more advanced courses.

IV. Five courses beyond the introductory level, consisting of three from one field and two from another. Courses taken to fulfill requirements II and III above may also count toward this requirement.

For purposes of meeting this requirement, courses are classified as follows:

1. Sociocultural Anthropology:

   a. Courses in social institutions:
   Anth 350
   Anth 351
   Anth 356
   Anth 359
   Anth 366
   Anth 380 (Kinship)
   Anth 380 (Power Conflict in Non-Western Societies)

   b. Courses in cultural types:
   Anth 250
   Anth 251
   Anth 252
   Anth 362

   c. Topical courses:
   Anth 253
   Anth 254
   Anth 258
   Anth 260
   Anth 276
   Anth L301
   Anth 355
   Anth 357
   Anth 358
   Anth 363
   Anth 364
   Anth 365
   Anth 367
   Anth 368
   Anth 451

   d. Courses in method and theory:
   Anth Z245
   Anth 352
   Anth 380 (Anthropological Theory)
   Anth 380 (Cross-Cultural Research)
   Anth 464
   Anth 483
   Anth 488

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e. Courses in cultural areas of the world:
Anth 270
Anth C271
Anth C272
Anth C273
Anth 274
Anth 371
Anth 380 (Communities and Subcultures of the USA)
No more than *two* of these area courses may be counted toward the major.

2. Linguistic Anthropology:
Anth 281
Anth 285
Anth 385
Anth 486

3. Biological Anthropology:
Anth C210
Anth 211
Anth 212
Anth 310
Anth 311
Anth 313
Anth 316
Anth 317
Anth 411
Anth 412
Anth 484

4. Archaeology:
Anth 230
Anth 233
Anth 234
Anth 236
Anth 240
Anth 241
Anth 331
Anth 332
Anth 337
Anth 380 (African Pre- and Proto-history)
Anth 485
Anth 615
Anth 625
Anth 650
Anth 665
Anth 696

Other Requirements

To complete the major, eight courses beyond the introductory level must be taken (of which three must be at or above the 300 level) and a grade point average of 2.0 or better attained in the major by the time of graduation.

With the exception of a few special courses (Anth 478, 479, 483, 484, 485, 486, 490, and 491), anthropology courses may be taken pass/fail for credit toward the BA degree. Courses taken pass/fail, however, with the exception of Anth 483, 484, 485, and 486 *may not* be used to satisfy requirements toward the anthropology major except when taken prior to declaring the major.

Applied Social Anthropology Major Track

The Applied Social Anthropology Major Track is designed for students who are interested in the applications of anthropology to government, business, social service, and neighborhoods, particularly in the United States and in the New England region. While remaining firmly grounded in general anthropology and cross-cultural studies, the Applied Social Anthropology track, under the guidance of faculty with particular interests in these fields, offers a curriculum suiting the needs of students who want to pursue graduate study and/or careers in such applied areas.

Applied social anthropology majors may be students with an interest in pursuing graduate work in such professional fields as business, education, law, public health, social work, or urban planning. Or they may be interested in going directly into government, business, or social service careers.

Like all Anthropology Department majors, students complete ten courses. For applied social anthropology majors these are to be selected according to the following guidelines:

I. All applied social anthropology majors must take the standard introductory courses, Anth 102 and 103. Anth C100 may be counted toward the major only by those students who have taken the course before declaring their major. These students may substitute C100 for 103 with the permission of their faculty advisor. In any event, only two 100-level courses may count toward the major.

II. Three additional general courses are required, one from each of the following sets:

   A. One course in sociocultural anthropology: either Anth 350 (Elements of Social Organization) *or* Anth 351 (Evolution of Culture);

   B. One course in biological anthropology: either Anth C210 (Biosocial Bases of Human Behavior) *or* Anth 212 (Human Variation); and

   C. One course in linguistic anthropology: either Anth 281 (The Structure of Human Language) *or* Anth 285 (Language and Culture).

III. All applied social anthropology majors are also required to take Anth 352 (Applied Social Anthropology).

IV. Applied social anthropology majors also complete three additional elective courses, at least one of which must be from the following approved list of applied course: Anth 245 (Microcomputing in Anthropology), 252 (Urban Anthropology), 254 (Culture and Personality), Anth 258 (Anthropology and Social Issues), 274 (Peoples and Cultures of the Caribbean) 276 (American Indians: Contemporary Issues), L301 (Childhood in America), 316 (Nutrition, Growth, and Behavior), 317 (Human Epidemiology), 357 (Culture, Disease, and Healing), 358 (Comparative Health Care Systems), and 385 (The Ethnography of Speaking).

V. As a final requirement of the applied social anthropology major, students are required to complete one 3-credit field study or placement involving either 1) pursuit of applied research using anthropological method and theory, or 2) practical work, other than research, where anthropological methods and concepts can be employed. Most majors fulfill this requirement by completing Anth 488 (Internship in Applied Anthropology). Recent majors have completed internships in such areas as media development, child welfare, library science, women's health, and international development.

Students in this track are also subject to the grade point average and pass/fail requirements listed above which apply to all departmental majors.

For further details concerning this major track, please call or write the Applied Social Anthropology Major Director, or inquire at the departmental office.

Joint Major in Anthropology and History

Students with an interest in American historical archaeology may elect the Joint Major in Anthropology and History, which is designed to provide students with a cohesive program of anthropological and historical study in the cultures of America. The breadth of this major prepares students for careers in historical archaeology and for graduate study in the field. Students in this joint major will follow an integrated program of study in anthropology and history according to the following guidelines:

I. A total of 14 courses is required as specified below.

   A. All students must take the following basic courses: Anth 102 or 104, Anth 240, Anth 241, Hist 112, Hist 265, Hist 266, and Hist 480 or 481.

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B. Students must choose one course from each of the following lists:
American History: Hist 370, 371, 372, 374, 375, 376, 377, 386, 392, 394, 395; AmSt 303
European History: Hist 310, 313, 321, 329, 331, 334, 339
Ethnographic Analysis: Anth 252, 350, 380, 464
History of Other Cultures in America: Hist 152, 153, 355, 356, 373, 482
Anthropology of Other Cultures: Anth 234, 236, C272, C273, 274, 331, 332, 371
Material Culture: Hist C121, C122; Art 230, 254, 262, 326, 330

C. Students must take one additional practical course in historical archaeology. This may be an anthropology independent study course, an internship, or a field research course.

II. Courses are also recommended in American historical literature, pre-seventeenth century European history, and cultural ecology, for students interested in these related areas.

III. Each student is required to plan out his or her program with a team of two advisors, one from each department. This need not be done prior to taking courses in either department, but should come close to the beginning of the student's stay at UMass/Boston. This planning does not require *departmental* approval so long as both advisors concur in their judgment of the program's viability, and so long as the requirements are satisfied. Any *waiver* of the requirements for the joint major, however, requires the approval of both the Anthropology and History Departments.

Note: The Joint Major in Anthropology and History is not to be construed as a double major. In a double major a student must fulfill the major requirements of *both* departments, while in this joint major *fewer* courses, in another pattern, are required.

Honors

Departmental honors involves an intensive two-semester program of individual research conducted under the direction of a member of the department and leading to the presentation of an honors paper. Requirements for honors candidacy include: senior standing; at least four upper-level courses in anthropology; a 3.5 GPA in the major, a 3.0 overall GPA; and the sponsorship of an Honors advisor from among the department faculty. Qualifying students enroll in Anth 490 and Anth 491 during their senior year. Honors research is evaluated by a committee of three faculty members, including the Honors advisor. For further details, consult the department's guide for majors.

Requirements and Recommendations for the Minor

Scope

The minor in anthropology provides students who major in another discipline with an anthropological perspective to complement their major area of study. This holistic, evolutionary, and comparative viewpoint can be applicable to many disciplinary and preprofessional majors that focus on aspects of human culture and biology.

Requirements

Students may minor in anthropology by taking six courses in anthropology. Minors must take both Anth 102 and Anth 103, as well as four additional courses, at least two of which must be at the 300 level or beyond. No pass/fail courses may be counted. Students must achieve a minimum GPA of 2.0 in the program for successful completion.

Possible areas of focus for a minor in anthropology might include Linguistics/Symbols in Culture, Medical Anthropology/Cultural Factors in Health and Illness, Culture and the Human Life Cycle, Native American Cultures, Survey of World Cultures, Anthropology and Social Issues, Biological Anthropology, and Archaeology/Prehistory. For further details concerning suggested topics and areas of focus, see the departmental minor brochure.

Transfer Credit Policy

At least five of the eight upper-level courses required for the anthropology major must be taken at UMass/Boston, but additional anthropology courses may be transferred for general University credit toward the BA degree. Students must petition the departmental Curriculum Committee to transfer courses for credit toward the major. One upper-level course may, with departmental approval, be applied toward requirements for the minor.

Graduate Courses in Anthropology

Undergraduates may take graduate courses for which they have completed the prerequisites by permission of instructor only. For any further information concerning the graduate program please call or write the Associate Graduate Program Director for Historical Archaeology, in the Anthropology Department.

Anthropology C100
Culture and Human Behavior
Staff
Our own daily behavior is often taken for granted as rational or logical, while the behavior of other groups is often seen as "strange" and incomprehensible. Looked at closely, however, the apparently strange behavior of others may become more understandable, while our own behavior may seem less rational and less ordinary. Focusing comparatively on contemporary America and non-Western societies, this course examines selected human activities, such as eating, play and sport, and making a living. The aim is to learn how the concepts and methods of sociocultural anthropology, as one of the social and behavioral sciences, help us understand human behavior, both our own and that of people in other times and places.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Anth C210
Biosocial Bases of Human Behavior
Ms Bishop
This course is an introduction to the various methods and approaches by which we study the biological nature of human beings. It applies anthropological, biological, and psychological data and methods to the understanding of our biological nature and heritage. The focus of the course is on the way evolution has shaped human behavior through the interaction of culture and biology.
Prerequisites: Anth 102, or permission of instructor; sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Anth C271
Peoples and Cultures of the Middle East
Mr Fazel
An examination of historical and sociopolitical forces in the formation of the contemporary Middle East; the cultural, ethnic, and economic diversity of modern nation-states in this region; neo-colonialism and imperialism as persisting obstacles to development and progress in this part of the world; and the role of Islam in reformist and revolutionary movements.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

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Anth C272
Peoples and Cultures of Africa
Mr Gamst, Mr Harwood
An in-depth study of selected African societies, examining traditional institutions, the colonial situation, and modernization.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Anth C273
Peoples and Cultures of Mesoamerica (Mexico and Guatemala)
Staff
A survey of Mesoamerican ethnology including an introduction to cultural and linguistic regions through comparisons of ethnographic materials. Emphasis is placed on acculturation, during the colonial period, among indigenous and Spanish-speaking populations, and, in the contemporary period, on social change among rural and urban sectors.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Anth 102
Introduction to Archaeology and Biological Anthropology
Staff
The study of the biological and cultural heritage of humans. Topics include primate and human evolution, evolution of prehistoric cultures, and human adaptation and variation.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Anth 103
Introduction to Cultural Anthropology
Staff
The study of recent and contemporary human societies in cross-cultural perspective. Through the use of ethnographic accounts, the course analyzes and compares variations in processes of cultural change, and in cultural adaptations.
Note: Anth 102 is *not* a prerequisite to Anth 103.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Anth 211
Human Origins
Mr Gibbons
An introduction to the study of man's biological origins with emphasis on the fossil record, primate analogues of human behavior, and the variety and diversity of modern man including the adaptive significance of this variability.
Prerequisite: Anth 102, or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Anth 212
Human Variation
Mr Greene
A consideration of the factors involved in the production and maintenance of biological variability within and between human populations.
Prerequisite: Anth 102, or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Anth 230
Archaeological Facts and Fantasies
Ms Luedtke, Mr Mrozowski, Mr Nelson
Those who view the past as mysterious and unknowable are not aware of how much archaeologists have learned. This course examines some of the phenomena that have long fascinated many of us, from the Egyptian pyramids to the stone structures of New England, considering various interpretations of each. The course also emphasizes the development of skills for the critical evaluation of claims about the past.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Anth 233
Old World Prehistory
Mr Nelson
An interpretation of the archaeological record provides an overview of prehistory in Africa, Europe, Asia, and Australia, from the origins of human cultural adaptations through the aftermath of the agricultural revolution.
Prerequisites: Anth 102, or permission of instructor; sophomore standing.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Anth 234
New World Prehistory
Ms Luedtke
A broadly-based reconstruction of the prehistory of North and South America, from the peopling of the New World to the period of initial European contact.
Prerequisites: Anth 102, or permission of instructor; sophomore standing.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Anth 236
The Archaeology of Chinese Civilization
Mr Nelson
A general survey using material remains recovered through archaeology to explore Chinese patterns of thought and culture, in order to illuminate Chinese history from Shang to Ming times. Comparison of ancient and modern traditions of Chinese historiography and archaeology with the Western scientific method, in order to understand the role that archaeological remains continue to play in the development of Chinese culture.
Prerequisites: Anth 102 or EASt 160, or permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Anth 240
Historical Archaeology
Mr Mrozowski
An introduction to historical archaeology, from its initial development to future directions. Topics include the subfields which comprise historical archaeology and their interrelationships; the contributions, both substantive and methodological, of historical archaeology to the field of archaeology; and industrial and historic sites in North America.
Prerequisite: Anth 102, or Hist 265, or permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Anth 241
Archaeological Method and Theory with Laboratory
Ms Luedtke, Mr Mrozowski, Mr Nelson
An introduction to the theory and application of archaeological methods. Emphasis is placed on the ways in which archaeologists view prehistory and on the techniques by which data are gathered, interpreted, and integrated to complete a coherent picture of prehistoric events. The lab focuses on practical skills and methods archaeologists employ in the field and laboratory.
Prerequisite: Anth 102, or GES 105, or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Anth Z245
Microcomputing in Anthropology
Mr Nelson
An introduction to microcomputing in anthropology. General applications of word processing, database management and statistical packages; specialized applications, including simulations, in archaeology, biological anthropology, cultural anthropology, and linguistics. Fundamentals of programming in BASIC. No previous computer experience required.
Prerequisite: An introductory-level anthropology course, or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

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Anth 250
Hunter-Gatherer Cultures
Ms Luedtke
Study of the hunter-gatherer form of human adaptation. Ethnographic data from hunter-gatherer cultures is examined, and models derived from these data are applied to the archaeological evidence for prehistoric hunter-gatherers.
Prerequisite: Anth C100, or 102, or 103, or permission of instructor.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Anth 251
Peasant Society
Mr Gamst
Anthropological approaches to the origins and life-ways of the peasant sectors existing in stratified societies, at different historical periods and in different regions of the world. Analysis moves from ethnographic studies of particular peasant communities to their relationship with external political and economic forces, and to a consideration of competing ideological approaches to technological and social change. In a given semester the course may focus upon the peasants of a particular world region, such as Latin America.
Prerequisite: Anth C100, or 103, or permission of instructor.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Anth 252
Urban Anthropology
Mr Harwood, Mr Sieber
A comparative study of the form and quality of urban life in the contemporary United States and in selected non-Western cultures. Through an examination of selected case studies, the course assesses the varying theories, methodological strategies, and research techniques that have been employed in anthropological analyses of cities; and considers their significance in the broader field of urban studies. Attention is also given to the cultural evolutionary processes leading to the origin and spread of cities and urbanized society, in both the ancient and modern worlds.
Prerequisite: Anth C100, or 103, or permission of instructor.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Anth 253
Culture and the Life Cycle
Ms Ayres
This course presents an anthropological and cross-cultural perspective on the major stages and events associated with the life cycle in human societies. Universal biological, psychological, and social factors associated with these events are explored. Culture is viewed as providing a set of adaptive solutions to universal problems posed by the life cycle, including problems associated with the transition from one stage of the life cycle to another. Cross-cultural variation in the life cycle is viewed in relation to ecological, demographic, and institutional characteristics of societies. The life cycle in America is discussed within this generalizing and comparative framework.
Prerequisite: Anth C100, or 103, or permission of instructor.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Anth 254
Culture and Personality
Ms Ayres, Mr Landy
A consideration of the effects of culturally patterned experience on personality formation, the role of psychological processes as determinants of culture, and other interrelationships between personality and culture.
Prerequisite: Anth C100, or 103, or Psych 101, or permission of instructor.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Anth 258
Anthropology and Social Issues
Staff
Examines a number of modern social issues, including racial prejudice and conflict, the place of ethnic minorities in modern industrial society, poverty, education, violence, behavioral deviance, environmental pollution and degradation, and colonialism. Anthropological and other behavioral science studies are brought to bear upon these problems as social issues and as ethical issues facing anthropologists and others.
Prerequisite: Anth C100, or 103, or other introductory social science course, or permission of instructor.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Anth 260
Anthropology on Film
Ms Ayres
Film has become an important medium for recording and conveying information about human behavior. To what extent do ethnographic films present a complete and accurate record of cultural reality and to what extent do they project a filmmaker's romantic vision or "message"? Examples of ethnographic film will be viewed and discussed in the light of these questions.
Prerequisite: Any introductory or advanced course in cultural anthropology.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Anth 270-274
Culture Areas of the World
Staff
These courses investigate patterns of social and cultural uniformity, diversity, change and evolution within the culture areas of the world. Culture areas are geographical regions whose indigenous peoples share historical interconnections, related cultures and languages, and a similar profile of ecological conditions and adaptations. While these factors help to create widely shared cultural and historical themes, each society within a culture area must also adapt to a unique set of local factors and each has a unique history of development. As a result, each society within the larger culture area integrates the shared themes and adaptations in distinctive ways. Studying these complex themes and variations helps us to understand historical development, the range of human cultural potential, and the modern geopolitical situation.

Note: Some cultural area courses are also core courses; their descriptions appear above with those of the other Anthropology Department core courses.

Anth 270
Indians of North America
Mr Buckley
An introductory survey of North American Indian societies and cultures. Emphasis will be placed on the descriptive comparison of selected Indian societies, on their histories, and on problems in cross-cultural understanding. The course focuses on pre-twentieth century cultures and history.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Anth C271
Peoples and Cultures of the Middle East
Mr Fazel
For description, see C271 in core course section above.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Anth C272
Peoples and Cultures of Africa
Mr Gamst, Mr Harwood
For description, see C272 in core course section above.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

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Anth C273
Peoples and Cultures of Mesoamerica (Mexico and Guatemala)
Staff
For description, see C273 in core course section above.
3 Lect Hrs, 3 Credits

Anth 274
Peoples and Cultures of the Caribbean
Staff
An ethnographic and historical overview of the Caribbean, examining the impact of external forces on local economic organization, domestic life, religion, and migration.
Distribution Area: Historical and Cultural Studies
3 Lect Hrs, 3 Credits

Anth 276
American Indians: Contemporary Issues
Mr Buckley
This course offers an introduction to issues in the lives of modern native Americans. Recent history, reservation life, urban Indians, political and legal goals and conflicts, economic development, contemporary arts, and religious expression are investigated through case studies. The course is a continuation of Anth 270.
Prerequisite: Anth 270, or permission of instructor.
Distribution Area: Historical and Cultural Studies
3 Lect Hrs, 3 Credits

Anth Z280
Special Topics
Staff
The study of special topics in anthropology. Consult department's description of current offerings to find out about the topics being explored this semester. May be repeated for credit.
Prerequisite: Varies with topic; usually the appropriate introductory-level anthropology course (Anth C100, 102, or 103), or permission of instructor.

Anth 281
The Structure of Human Language
Staff
A practical introduction to a broad variety of Western and non-Western language systems through application of some traditional linguistic techniques of American anthropology. Students receive practice in transcribing their own speech, in analyzing different phonemic systems, in formulating the word construction rules employed by different languages, and in applying pattern discovery procedures to expose the hidden rules underlying different levels of language structure. Though exercises focus on sound systems and word structure, students are also briefly introduced to recent developments in the analysis of higher-level syntactic structures.
Prerequisite: Sophomore standing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Anth 285
Language and Culture
Mr Buckley, Ms Takaki
The study of language and culture as systems of shared symbols and meanings in which verbal and nonverbal social interaction takes place. Special emphasis is placed on the relationship of language to culture and on the social role of language in human life. Students are introduced to methods for analyzing social behavior and its underlying cultural principles.
Distribution Area: Social and Behavioral Sciences.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth L301 (AmSt L301)
Childhood in America
Mr Sieber
An interdisciplinary treatment of conceptions and practices of child nature and nurture in the United States, viewed in the context of American culture and history. The course begins with an historical overview of child life in America, with special attention to Puritan New England, nineteenth century industrialization and urbanization, and twentieth century trends. In treating contemporary childhood, the course examines mainstream patterns of the middle and working classes, both rural and urban; Afro-American child and family life; Hispano-American child and family life; enculturation among selected American Indian groups; the importance of gender as a variable in childhood experience; and the growing importance of formal institutions—such as schools, youth organizations, and medical institutions—as environments for young people. Children's own cultural constructions, in the form of games and folklore, are also considered. The course concludes with an examination of selected policy issues affecting children, such as child abuse, medical intervention, day care, and the Children's Rights Movement.
Prerequisites: Sophomore standing. Previous course work in American studies, cultural anthropology, or social history is desirable.
3 Lect Hrs, 3 Credits

Anth 310
Primate Behavior
Ms Bishop
A broadly-based survey of non-human primates as found in their natural habitats. The course includes discussion and practice in the techniques of observation, description, and analysis of behavior, as well as informed consideration of the use of primates as human models in behavioral and biomedical research.
Prerequisite: Anth 102, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 311
Primate Socialization
Ms Bishop
An advanced course in primate behavior and ecology. This course is divided between a consideration of primate socialization processes (those special experiences from infancy until adulthood that shape an individual's future social behavior) and a detailed examination of selected aspects of primate socioecology and sex roles. Students may engage in an observational project on some aspect of primate socialization.
Prerequisites: Anth 102 and 310, or permission of instructor.
3 Lect Hrs, 3 Credits

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Anth 313
Developmental Models in Human Evolution
Mr Gibbons
An adaptive approach to human growth and development. Physical change in the regional anatomy of the human organism from conception to death is studied. This information is used to construct a developmental counterpart to the fossil, comparative, and experimental evidence used to understand the evolution of human beings.
Prerequisite: Anth 102, or an introductory biology course.
3 Lect Hrs, 3 Credits

Anth 316
Nutrition, Growth and Behavior
Mr Greene
An evaluation of the influence of nutrition on growth and development in human populations. Particular emphasis on malnutrition and its effects on physical growth, neurological development and behavioral capacity. A model is developed which outlines the relationship between nutritional stress, the behavioral variation produced as a consequence of the stress, and the sociocultural characteristics of human communities.
Prerequisites: Anth 102, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 317
Human Epidemiology
Mr Greene
This course deals with the distribution and frequency of disease in human populations and stresses the role of social scientists and sociocultural data in epidemiologic studies. Topics include measures of disease frequency, changing patterns of disease throughout human history, population variation in disease experience, types of epidemiologic studies, and environmental and occupational factors that prsent health risks.
Prerequisites: Junior standing and an introductory course in the social or biological sciences, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 331
The Prehistory and Ethnohistory of Mesoamerica (Mexico and Guatemala)
Staff
The course traces Mesoamerican prehistory from Lithic to post-classical time periods, through the Spanish Conquest and the subsequent acculturation that took place among Indian peoples, Europeans and Africans in Mesoamerica. Emphasis is placed on the diversity of ecological zones, languages, and indigenous societies.
Prerequisite: Any 100-level Anthropology core course, or Anth C273, or Hist 355, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 332
The Prehistory of New England
Ms Luedtke
Archaeology has revealed much about the lives of the first inhabitants of New England, from their arrival at the end of the Ice Age to their displacement by English colonists in the seventeenth century. This course focuses on the ways in which the New England Indians adapted to the ever-changing environment.
Prerequisite: Anth 102 or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 337
Prehistoric Agriculture
Mr Nelson
This course examines the origins and consequences of the agricultural revolution in both the Old World and the New World.
Prerequisite: Anth 102, Biol 610 or 613, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 350
Elements of Social Organization
Mr Harwood
Basic concepts and ethnographic data on the social organization of non-Western societies are introduced, and used to explore major contemporary theories of social structure.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 351
Evolution of Culture
Mr Gamst
A systematic comparative approach to analysis of the world's cultures. Theories of cultural evolution and ecological adaptation provide the interpretive framework for intensive analysis and comparison of selected cultures, ranging from hunting-gathering to industrial. A major goal of the course is to arrive at a modern world view. The course will be of interest to both anthropology majors and non-majors.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 352
Applied Social Anthropology
Mr Sieber
How is social anthropology used to solve human problems? This course considers anthropological research and intervention in such fields as business management, communications, health care, parks and recreation, urban development, education, and mental health. Special attention is given to the ethical dilemmas encountered by practicing anthropologists. This course helps students assess the relevance of social science training to later career choices.
Prerequisite: Anth C100 or 103, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 355
Anthropology of Sex Roles
Ms Ayres
This course examines the economic, social, and familial roles of men and women, cultural definitions of masculinity and femininity, and the relative status of males and females in both Western and non-Western societies. The course explores differing theories and points of view about sex roles: participants read and discuss case studies in order to examine the relative importance of biological, economic, and ideological factors in the determination of these roles.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 356
Anthropology of Law
Mr Fazel
This course examines legal systems in different cultures. It explores through comparison, and through ethnographic case studies, the relationship between law and culture; functional definitions of law; dispute and dispute settlement; legal knowledge—both substantive law (statutes) and procedural law (forms of adjudication); legal principles and the underlying cultural precepts that inform action and conduct.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits

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Anth 357
Culture, Disease, and Healing
Mr Landy
Human adaptations to disease and illness in prehistory and history, and across cultures. Medical systems considered as social and cultural systems related to social structure, religion, economics, and power. Topics include medical anthropology as a field of study, paleopathology, ecology and epidemiology of disease, theories of disease and healing, sorcery and witchcraft, public health and preventive medicine, anatomy and surgery, obstetrics and population control, pain and stress, emotional states, status and role of healers and patients.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 358
Comparative Health Care Systems
Mr Harwood
Though ill health afflicts all humans, ideas about disease, as well as the social institutions that have been developed to treat it, vary considerably from society to society. This course examines different forms of medical care in a wide variety of societies, including kin-based cultivators, agrarian and industrial states, and contemporary underdeveloped nations.
Prerequisite: Anth C100, or 103; or Health Care Studies 101 or 102; or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 359
Economic Systems of Non-Industrialized Societies
Mr Fazel
The study of pre-industrial and peasant nonmonetized, non-Western economic systems. The relationships between economy and sociocultural systems. The application of Western economic models to the analysis of peasant and tribal economies.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 362
Pastoral Nomadism
Mr Fazel
A comparative study of the social, economic, and political organization of nomadic pastoral people of the Middle East, Central Asia, and North Africa. Of special concern are the organizational adaptations of nomads to various ecological systems, and processes of sociocultural change, including settlement, detribalization, and modernization.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 363
Cultural Ecology
Mr Fazel, Ms Takaki
The interrelationships among human populations, human institutions, and their physical environment.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 364
Sociobiology and Human Behavior
Ms Ayres
Exploration of the application of sociobiological theory to the study of human behavior from a cross-cultural and anthropological perspective, and discussion of the theoretical and methodological issues raised by such analysis. Topics include aggression, mating and marriage, parenthood, kinship, reciprocity, ideology, and ethics.
Prerequisites: Anth C100, or 103, and permission of instructor.
3 Lect Hrs, 3 Credits

Anth 365
Anthropological Perspectives on Primitive Art
Ms Ayres
Primarily designed for students with an interest in art, anthropology, or psychology, this course deals with the native arts of North America, Africa, and the Pacific, within their cultural contexts. Attention is focused on the symbolic, ritual, political, and utilitarian functions of art, on the role of the artist in non-Western societies, and on the ways psychological factors affect artistic creativity and aesthetic values. Considerable class time is spent in viewing and discussing films which deal with art and artists in traditional non-Western societies, and with the functions of art in particular cultural contexts. Slide presentations are designed to familiarize students with a broad range of stylistic traditions from North America, Africa, and the Pacific.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 366
Anthropology of Religion
Mr Buckley
A comparative study of religion, including belief systems, social functions, ritual processes. Religions of a variety of cultures are considered, and some emphasis is placed on the development of modern anthropological theories of religion and on current methods of analysis and interpretation.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 367
Social and Cultural Perspectives on Witchcraft and Sorcery
Mr Harwood
Beliefs about people with extraordinary powers to cause harm or good are found in societies of different types and in different periods in history. This course examines such beliefs in a number of different cultural, geographical, and historical contexts in order to demonstrate ways in which anthropologists and other social scientists approach the more general problem of understanding the function of belief systems in human society. *The course does not teach techniques of witchcraft or sorcery.*
Prerequisites: Anth C100, or 103, and junior standing, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 368
American Indian Myth in Cultural Context
Mr Buckley
An anthropological analysis and interpretation of myth, using texts from diverse American Indian cultures as primary materials. The course offers an overview of central problems in understanding myths and a survey of contemporary anthropological approaches to solving them.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits

Department of Anthropology

Anth 371
Afro-American Ethnology
Staff
This course surveys and documents the significant contributions to Latin American cultures made by African-derived populations in the New World, utilizing ethnographic and historic sources. Theoretical approaches used in Afro-American ethnology will be critically examined.
Prerequisite: Anth C100, or 103, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 380
Directed Reading in Anthropology
At the discretion and with the approval of individual faculty, students may enroll in a course of directed reading on specified topics not listed among the department's regular offerings. Readings, writing assignments, and examinations are similar to those required in an equivalent three credit course. Students are expected to meet with the instructor at weekly intervals throughout the semester.

The following offerings come under the rubric of Directed Reading:

African Pre- and Protohistory
Mr Nelson
The archaeological record of Africa from the earliest human technologies, more than two million years ago, to the colonial period. Geographic focus on sub-Saharan Africa and Ethiopia. Equal attention given to early prehistory, the Iron Age, and the protohistoric emergence of African states.
Prerequisite: Anth 102, or Hist 117, or permission of instructor.

Communities and Subcultures of the USA
Mr Sieber
(may be counted as a culture area course)
A consideration of a range of communities in the USA, their interrelations through wider subcultures of class, ethnicity, caste, occupation, and region, and their relationship to the nation-state.
Prerequisite: Sophomore standing.

Kinship
Ms Takaki
Basic concepts and ethnographic data on kinship in Western and non-Western societies are introduced and used to highlight major contemporary approaches to the study of social structure.
Prerequisites: Anth C100, or 103, and 350, or permission of instructor.

Power and Conflict in Non-Western Societies
Mr Fazel
A comparative approach to pre-industrial and non-Western political organizations considered as parts of sociocultural systems. Emphases include political activity, competition for power and authority, leadership, decision making, types of political systems, and dynamics of change.
Prerequisite: Anth C100, or 103, or permission of instructor.

Anthropological Theory
Staff
Survey of the major theoretical positions and concepts in sociocultural anthropology, with special reference to problems of structure, function, and process.
Prerequisite: Anth C100, or 103, and junior standing; or permission of instructor.

Methods of Cross-Cultural Research
Ms Ayres
An introduction to the theory and method of cross-cultural research. Practice in the design and implementation of a limited cross-cultural study.
Prerequisites: Two advanced courses in cultural anthropology, or permission of instructor.

Anth 385
The Ethnography of Speaking
Ms Takaki
The course introduces concepts and methods for studying "speaking," the use of language in the conduct of social life. Members of a speech community employ varieties of speech to accomplish different social functions. The dynamic interaction between linguistic and social factors in speaking will be the primary focus of this course. Special attention is directed to contemporary social problems associated with multilingual and multidialectical phenomena. Students undertake a limited research project to further their understanding of these problems and of possible solutions.
Prerequisite: Anth 285, or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 412
issues in Biological Anthropology
Mr Greene
An in-depth discussion of current research in biological anthropology based on the reading of primary material from the recent literature. The course is oriented toward the study of human populations and focuses on important controversies and major research trends in a variety of areas including skeletal biology, nutrition, genetics, epidemiology, and evolutionary theory.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Anth 444
Cooperative Education for Anthropology Majors
Staff
Through the Cooperative Education Program anthropology majors may be placed in paid work situations either directly related to the field of anthropology or where anthropological concepts, theories, and/or methods can be explored. In conjunction with the work experience, students undertake a learning project under the direction of a faculty member. This project is based on a prospectus approved by the faculty advisor, which should include appropriate readings, field observation and reporting, and substantial written work equivalent to a 3-credit, classroom-based course.
Prerequisites: Sophomore standing; minimum GPA of 2.5; satisfactory completion of introductory and two upper-level anthropology courses in the field most closely related to placement; and permission of instructor.
3 or 6 Credits

Anth 451
Development Anthropology
Mr Gamst
An anthropological consideration of ideas and data concerning modernization, development, and impediments to these in non-industrial states. Topics covered include demographic change, long term developmental projections, global ecology, imperialism, underdevelopment of the social science of development, Third World reactions, agricultural development, industrialization, and energy and modernization.
Prerequisites: Junior standing and previous social science course experience.
3 Lect Hrs, 3 Credits

Anth 464
Ethnological Field Methods and Techniques
Mr Gamst
Intensive study and application of ethnological field methods and techniques. Consideration of research design and of gathering, interpreting, and reporting ethnographic data.
Prerequisites: At least three upper level courses in social and cultural anthropology.
3 Lect Hrs, 3 Credits

Department of Anthropology

Anth 478
Directed Study I
Staff
Advanced students may conduct independent research under the supervision and guidance of members of the faculty.
Prerequisites: Anth C100, and/or 102, and/or 103 (as appropriate), and permission of instructor. Open only to juniors and seniors with a 3.0 GPA in the major, except under exceptional circumstances to be evaluated by the instructor.
Hrs by arrangement, 1-3 Credits

Anth 479
Directed Study II
Staff
See Anth 478.

Anth 480
Special Topics Seminar I
Staff
Intensive study of special topics, varying each year according to instructor.
Prerequisites: Vary with topic; usually the appropriate introductory level course (Anth C100, or 102, or 103,) and junior standing; or permission of instructor.
3 Lect Hrs, 3 Credits

Anth 481
Special Topics Seminar II
Staff
See Anth 480.

Anth 483
Field Research in Cultural Anthropology
Staff
A supervised sequence of field research in cultural anthropology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor.
Six weeks of continuous field research,
3-10 Credits

Anth 484
Field Research in Biological Anthropology
Staff
A supervised sequence of field research in biological anthropology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor.
Six weeks of continuous field research,
3-10 Credits

Anth 485
Field Research in Archaeology
Staff
A supervised sequence of field research in archaeology. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor.
Six weeks of continuous field research,
3-10 Credits

Anth 486
Field Research in Linguistics
Staff
A supervised sequence of field research in linguistics. This research involves continuous study in a field situation directed by a professional anthropologist. The course may include attendance at field schools directed by qualified faculty outside the University, with permission of the department. No more than six credits from field research courses (483, 484, 485, 486) can be applied toward the major.
Prerequisite: Permission of instructor.
Six weeks of continuous field research,
3-10 Credits

Anth 488
Internship in Applied Social Anthropology
Mr Sieber
Part-time work experience in an appropriate business, governmental, or non-profit institution, supervised by an on-site supervisor and an Anthropology Department faculty sponsor. Conferences with the course instructor, periodic seminar meetings, and appropriate written work are required. *Open to Applied Social Anthropology majors only.*
Prerequisites: Anth 102, and 103; 3 other Anth courses; junior standing; permission of instructor.
3 Lect Hrs, 3 Credits

Anth 490
Independent Research I
Staff
Independent research in anthropology conducted under the supervision of members of the faculty.
Prerequisites: Senior standing, 4 upper level courses in anthropology, 3.5 GPA in major, 3.0 GPA overall, and permission of an Honors advisor.

Anth 491
Independent Research II
Staff
Independent research in anthropology conducted under the supervision of members of the faculty.
Prerequisites: Anth 490 and permission of the student's Honors committee.
Hrs by arrangement, 3 Credits

Graduate Courses

Anth 615
Public Archaeology
Mr Mrozowski
An examination of cultural resource management in New England and the United States, including the significance of state and federal environmental protection legislation, and the implementation of these laws from the drafting of proposals and the granting of contracts to the collection of data and the reporting of results. Students learn the processes of national register nomination, problem-oriented proposal and report writing, and calculation of budget estimates for proposed work.
Prerequisite: Anth 241, or expertise in contract archaeology.
3 Lect Hrs, 4 Credits

Anth 625
New England Historical Archaeology
Mr Mrozowski
An in-depth survey of current research in New England historical archaeology. The course includes presentations of current archaeological research in the Boston area and discussions/evaluations of current projects with regard to their theoretical approach, methods, and results. Additionally, a laboratory section affords practical training in the conjunctive analysis of archaeological and documentary data in problem oriented research.
Prerequisite: Anth 240.
3 Lect Hrs, 3 Lab Hrs, 5 Credits

Armenian Studies Courses

Department of Anthropology

Anth 650
Materials in Ancient Societies
Ms Luedtke
A one or two semester laboratory course offered as part of the teaching program of the Boston Area Center for Materials Research in Archaeology and Ethnology, of which UMass/Boston is a member. The topic of the course rotates annually among lithic materials, ceramics, faunal/floral materials, metals, and archaeological data analysis.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 5 Credits

Anth 665
Graduate Lab Seminar in Archaeology
Ms Luedtke, Mr Nelson
In-depth practical training in archaeological method and theory with emphasis on applications in historical archaeology. The course includes lectures and discussions on theory and method as well as a practice lab in the use of techniques such as matrix ordering, methods of classification, and dating.
Prerequisites: Anth 240, and 241.
3 Lect Hrs, 3 Lab Hrs, 5 Credits

Anth 670
Industrial Anthropology and Sociology
Mr Gamst
Comprehensive but intensive coverage of industrial anthropology and sociology to aid in the understanding of the social relations and organization of work in industrial urban society, for theoretical and applied purposes. Topics include the social science of industry, industrialization, organizational theory, managerial processes, unionism, human relations in work, social stratification, government and law in work, women and minorities at work, human factors, industrial safety, and periodically selected special subjects.
Prerequisite: Anth 350 or 351, or Sociol 337 or 365, or permission of instructor.
3 Lect Hrs, 3 Credits

Director

Professor Michael G. Mensoian

The Armenian presence in the United States is the result of a steady stream of immigrants that began toward the end of the nineteenth century. Massachusetts became the core area for these earliest immigrants, who quickly established their churches, newspapers, social, political and compatriotic organizations in the new country. The offerings in Armenian Studies provide opportunities for students to study not only the Armenian language but also the cultural and historical development of the Armenian people within a framework including their historic lands and those of the Diaspora.

Armen 101
Elementary Armenian I
Staff
For students with no previous knowledge of Armenian. Intensive practice in language skills with introductory readings, writing and basic grammar.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Armen 102
Elementary Armenian II
Staff
A continuation of Armenian I. Intensive practice in language skills with introductory readings, writing and basic grammar.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Armen 201
Intermediate Armenian I
Staff
Emphasis on advanced grammar: declension of nouns and conjugation of verbs, coupled with development of translation skills through reading exercises.
Prerequisite: Armen 102, or equivalent, or permission of instructor.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Armen 202
Intermediate Armenian II
Staff
Continued Emphasis on advanced grammar: declension of nouns and conjugation of verbs, coupled with development of translation skills through reading exercises and composition.
Prerequisite: Armen 201, or equivalent, or permission of instructor.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Armen 280
Special Topics in Armenian Studies
Staff
The study of selected topics in Armenian historical and cultural development.
Prerequisite: Sophomore standing or permission of director.
3 Lect Hrs, 3 Credits

Armen 301
Advanced Armenian
Staff
Advanced readings in Armenian literature, history and civilization.
Prerequisites: elementary and Intermediate Armenian, or permission of instructor.
3 Lect Hrs, 3 Credits

Armen 302
Advanced Armenian
Staff
Continuation of Armen 301.
Advanced readings in Armenian literature, history and civilization.
Prerequisite: Armen 301.
3 Lect Hrs, 3 Credits

Armen 303
Advanced Readings, Conversation, Composition and Translation
Staff
To be offered to students who complete the Armenian course sequence. May be offered as independent study.
Prerequisite: Armen 302.
3 Lect Hrs, 3 Credits

Armen 478
Independent Study
Staff
Hrs by arrangement, 3 Credits

Department of Art

Faculty

Ruth Butler, Professor and Chair; Professors Harold Thurman, Richard Yarde; Associate Professors Ros Barron, Anne McCauley, Ronald Polito, Robert Risse, Melissa Shook, Paul Tucker; Assistant Professors Wilfredo Chiesa, Pamela Jones, Nancy Stieber; Lecturers Vishakha Desai, Patricia McPheron

The Department

The faculty of the Art Department includes both scholars and professional artists and the curriculum aims to combine their differing approaches to the visual experience. The art historical/critical studies curriculum engages students in an area of the humanities where they examine works of art in aesthetic terms, and as bearers of cultural values. The studio curriculum provides a sound basis in the creative process, in visual thinking, and in certain technical skills. Students are encouraged to work closely with a faculty advisor to create personal programs with conscious thought given to the relationships among various courses, both inside and outside of the department.

Requirements

The Major

I. An art major shall consist of a minimum of twelve and a maximum of eighteen courses distributed in the following manner:
   A. one at the 100 level
   B. at least three at the 200 level
   C. at least four beyond the 200 level.

II. All majors must include among their departmental courses Art 201 and 202 (history of art).

III. At least six of the departmental courses must be taken at the University of Massachusetts at Boston.

IV. The Art Department has two areas: creative/studio work and historical/critical studies. A student may not take more than three-fourths of his/her work in either area.

V. No more than two courses taken on the pass/fail option may be counted toward the requirements for the major.

Beyond these stipulations, students must work out their choices of sequences and distribution with their advisors according to the advising guidelines of each area within the department. Among these guidelines is the following: For all majors taking at least six studio courses (including any at the 100 level), one of the six must be in three-dimensional work.

Honors

The department provides for a two semester Honors Program in Art for those seniors whose work has been outstanding. In order to qualify for the program a student must have: a cumulative standing in Art of 3.5; an overall cumulative of 3.0; a total of 70 or more completed credits, at least 18 of which must be in Art (a minimum of 9 credits on this campus). Qualified students must submit a proposal outline for Art 491 and 492 to the department chairperson during the third semester prior to graduation. The proposal, which must be endorsed by the potential supervisory faculty member, should provide for creative work and/or scholarly research. The Honors Committee has the responsibility for review of the initial proposal and for acceptance into both semesters of the program. The award of honors will be made by vote of the full-time faculty acting on recommendations from the Honors Committee.

Transfer Credit Policy

Transfer students must plan to take a minimum of six courses in art in the department. Courses taken elsewhere will be evaluated by the department for: (1) transfer for major or elective credit; (2)replacement of prerequisites; (3) advanced placement in cases where transfer of credit and/or prerequisite replacement does not apply. The evaluation can be accomplished prior to the admissions process; it should otherwise take place well in advance of registration for course work in the department. It is also important for transfer students to work with an advisor in order to devise a meaningful individual program of courses.

Prerequisite Policy

At the 200 level: students must have completed one 100-level course prior to enrollment in any studio course at this level; there are no prerequisites for this level in art historical/critical studies, but sophomore standing is recommended.

At the 300 level: courses in the studio area require stipulated prerequisites plus permission of a faculty committee (upon submission of an Enrollment Request Form, available in the departmental office); courses in art historical/critical studies require a prerequisite (consult course descriptions) or permission of the instructor.

At the 400 level: *all* courses at this level require the submission of the Enrollment Request Form and junior or senior standing, as well as completion of appropriate prerequisites; final approval for enrollment in seminars will be given by the instructor; in all other courses, final approval will be given by the supervisory faculty and the chairperson.

Waivers of prerequisites can be awarded—in special circumstances—by the chairperson.

Fees

Lab fees are required for introductory studio courses (Art C199 and Art 175), for most film lecture courses, and for all studio courses in photography, film/video, and graphics. Fees are listed in the registration booklet and are billed through the Bursar's Office. Students are advised that courses in photography, film/video, and graphics require considerable expenditures in addition to the lab fee.

Art C100
Language of Art
Staff
The course teaches students to begin to understand the processes of artistic creation. It enables the student to grasp the expressive content of works of art in a wide variety of media and to analyze how the artist creates his/her effect. It is not an historical survey. Through lectures, discussions, field trips, and museum visits, the student studies paintings, sculptures, and buildings; examples are chosen as often as possible from the Boston area. The course addresses such concepts as rhythm, pacing, elements of stability versus change, and the possibilities of differing interpretations of subject matter through formal variations. It offers a solid introduction to the arts by developing the student's ability to see and analyze forms as the result of aesthetic and interpretive decisions.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Art C199
Visual Thinking
Staff
This course serves as an introduction to the visual arts by emphasizing how one thinks visually. It provides training and exploration in the organization of sensory experiences—experiences which are already ordered in forms of art and design or which are encountered haphazardly in the world around us. Writing assignments complement studio exercises, lectures, and selected readings dealing with issues such as space, light, color, and composition.
Distribution Area: The Arts.
4 Combined Lect/Studio Hrs, 3 Credits

Art 200
Mini-Course in Art
Staff
Short courses on specialized topics in art history or studio work. elective credit only.
Variable Lect or Studio Hrs, 1-2 Credits

Department of Art

Art 201
Ancient and Medieval Art
Ms Jones
The course offers an historical survey of art and architecture of the ancient world, giving particular eEmphasis to Egyptian, Greek and Roman cultures. Students are also introduced to the arts in Medieval Europe, with a special focus on the Romanesque and Gothic styles.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Art 202
Renaissance to Modern Art
Ms Jones
An historical survey of Western art and architecture from the fifteenth century to the twentieth century. The course deals with different aspects of the art of the Renaissance in Italy and the North, the Baroque and Rococo, Neoclassicism and Romanticism, Realism and Impressionism, and Post-Impressionism. The last few sessions introduce, through broad surveys, the art of major non-Western cultures: African, Oriental, and Amerindian.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Art 210
Studies in the History of Art
Staff
Topics will vary from semester to semester according to the needs of the program and opportunities to engage visiting specialists; recent examples are "French Impressionism" and "Boston Architecture." Please contact the department for descriptions of current and/or contemplated offerings.
istribution Area: The Arts.
3 Lect Hrs, 3 Credits

Art 230
Architecture, Design, and Society
Ms Stieber
This course introduces students to Western and non-Western architecture and design. It explores the social, economic, and political roles of the design professions while tracing theory, technique, and form from ancient times to the present. Although the contributions of architecture are emphasized, the course also examines landscape architecture, urban design, and interior design. Sophomore standing is recommended.
Distribution Area: Historical and Cultural Studies
3 Lect Hrs, 3 Credit Hrs

Art 250
Art of the Twentieth Century
Mr Tucker
An analysis of the art of the twentieth century involves fundamental issues of form and content shared by all the arts. Taking a threefold approach—formal, critical, and historical—this course examines the development of modern painting, sculpture, and architecture as well as the ascendant art forms of photography, video, and performance. It analyzes general theories and specific works in detail. Through class discussions, reading assignments, papers, and field trips, the student learns that the formal problems posed by twentieth century art are closely related to those in literature, music, and theatre, for they are problems of structure and definition, harmony and rhythm, diction and coherence. The student thus develops critical capabilities that he or she can apply to works by Picasso or Eliot, Matisse or Ravel.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Art 254
American Architecture
Ms Stieber
A survey of American architecture and town planning from the seventeenth century to the present. Topics include early colonial architecture, the search for a new style for the new republic, nineteenth century expansion and eclecticism, the revival of domestic architecture, the skyscraper style, and the development of modern architecture in the twentieth century.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Art 260
Topics in the Art of Asia
Ms Desai
A course in the art and architecture of Asia. Subjects vary, but have included Buddhist art, the art of India, Far astern painting, Japanese graphics, and the art of China. Topics are announced during the preregistration period. Not offered on a regular basis.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Art 262
Topics in the Arts of the Americas
Staff
A course designed to provide an introduction to the art forms and styles of the tribes, regions, and civilizations of North, Central, and South America, and Mexico. Subjects vary, but have included North American Indian art and Middle American art. Topics are announced during the preregistration period. Not offered on a regular basis.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Art 264
Topics in the Art of Africa
Staff
A course which most frequently provides a broad introduction to African art, especially carved figures, masks, rock and wall paintings, textiles, and utilitarian objects. Occasionally, more specific topics are announced during the preregistration period. Not offered on a regular basis.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Art 265
Film Analysis
Mr Polito, Mr Risse
Any thorough and systematic study of film, because of its essentially interdisciplinary nature, must address concerns and problems common to other forms of artistic expression such as literature, theatre, painting, and photography. The particular approach taken in this course to the study of film offers an encounter with the works that goes beyond the conventional experience of theatre and TV viewing and employs special methods of projection that permit detailed analysis by means of slow motion and still frame techniques. The films thus studied will include examples of classic Hollywood, contemporary American, and foreign feature films, and the documentary. The course is not primarily historical in emphasis; rather, its concerns are the visual language of film, its use as the vehicle for narrative and theme, and major film types and styles. Special attention is given to the analysis and interpretation of sequences from the films studied in class.
Distribution Area: The Arts.
4 Lect/Viewing Hrs, 3 Credits

Department of Art

Art 268
History of Western Sculpture
Ms Butler
This course explores man's capacity for imposing meaning on three-dimensional form. The goal of the course is to understand how certain ideas—man's most important ideas, those of human identity and the nature of God—have taken shape in sculptural form. Part of the understanding will come through looking at sculpture in relation to the other arts, through considering its various modes (free-standing statues, group sculpture, equestrian figures, relief sculpture, portrait busts), and through examining the methods of making sculpture. The course will cover Greek, Roman, Medieval, Renaissance, Baroque, and modern sculpture, and will include field trips to area museums and public monuments in the city of Boston.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Art 272
History of Photography
Ms McCauley
A survey of the history of photography from the invention of the medium in the nineteenth century to the present. Emphasis on photography as a medium of expression and communication, and on the distinctive qualities of selected photographers.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Art 275
Visual Fundamentals II
Mr Thurman, Staff
A further development of the creative issues explored in Art 175, in this case concentrating on three-dimensional problems.
Prerequisite: One 100-level art course.
Distribution Area: The Arts.
4 Studio Hrs, 3 Credits

Art 281
Drawing I
Staff
Basic materials and techniques, with eEmphasis on drawing as a primary means for the description and interpretation of people and their environment. Problems in still life, landscape, and life drawing.
Prerequisite: One 100-level art course.
Distribution Area: The Arts.
5 Studio Hrs, 3 Credits

Art 287
Introduction to Printmaking
Mr Chiesa
This course is an introduction to the major categories of printmaking: planographic, relief, intaglio and stencil. Students will encounter such techniques as etching, lithography, and lino-cut, among others, through lectures, demonstrations, and field trips, and directly through their own work in the printmaking studio. The main purpose of the course is to help students appreciate the significance of the fine print and the production of "editions", as distinct from the better-known modes of visual expression such as painting or sculpture. By actually producing prints, students will increase their understanding of the critical relationship between process and product.
Prerequisite: One 100 level art course.
3 Lect/Studio Hrs, 2 Credits

Art 287
Introduction to Printmaking Lab
Mr Chiesa
Offered concurrently with Art 287. This is an optional studio lab which provides additional studio work in one of the techniques of printmaking covered in the course, allowing the student further exploration of the tools, materials, and issues in that particular area.
Corequisite: Art 287.
2 Studio Hrs, 1 Credit

Art 293
Photography I
Ms Shook, Ms McPheron, and Staff
An introduction to basic issues in photography. The mechanics of the camera, the techniques of the darkroom, and matters of creative and personal import are addressed through illustrated lectures, class critiques, and assigned lab hours. Some attention is given to the history of photography.
Prerequisite: One 100-level art course.
Distribution Area: The Arts.
8 Combined Studio/Lab Hrs, 4 Credits

Art 295
Film/Video I
Staff
A beginning course in filmmaking, employing both super-8 and half-inch videotape equipment. The course is organized around weekly assignments of increasing complexity designed to allow the student to explore the communicative and expressive possibilities of the moving image.
Prerequisite: One 100-level art course.
Distribution Area: The Arts.
8 Combined Studio/Lab Hrs, 4 Credits

Art 310
Studies in the History of Painting
Mr Tucker, Staff
A course designed to provide in-depth study in different aspects of the history of painting, dealing with ideas, issues, movements, and major figures. Topics vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Art 311
Introduction to Italian Renaissance Painting
Ms Jones
The creation and flowering of the early Renaissance style in Florence, explored through study of the work of Masaccio, Fra Angelico, Piero della Francesca, Botticelli, and Leonardo da Vinci, among others, and their relationships to various aesthetic and intellectual currents in the various local centers.
Prerequisite: Art 201 or permission of instructor.
3 Lect Hrs, 3 Credits

Art 312
Italian Renaissance Painting: The Golden Age
Ms Jones
A definition of high Renaissance classicism and of the particular form the style took in Rome and Venice in the first three decades of the sixteenth century. Concentration on the careers of Raphael, del Sarto, Michelangelo, Giorgione, Titian and Correggio, with reference to relevant lesser personalities.
Prerequisite: Art 201 or permission of instructor.
3 Lect Hrs, 3 Credits

Art 316
Painting 1780-1850
Ms McCauley
An investigation of the major movements in European painting between 1780 and 1850—Neoclassicism and Romanticism—and the leading responsible for their development: Blake, Fuseli, Goya, David, Runge, Friedrich, Constable, Turner, Gericault, Delacroix, and Ingres.
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs, 3 Credits

Department of Art

Art 317
Painting, 1850-1900
Ms McCauley
Painting in the second half of the nineteenth century: realism, impressionism, symbolism, art nouveau and post-impressionism. The course traces the development of these movements and of the leading figures responsible for their development (e.g., Courbet, Degas, Manet, Monet, Seurat, Gauguin, Van Gogh, Cezanne).
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs, 3 Credits

Art 319
Painting, 1945 to the Present
Mr Tucker
Trends and tendencies in contemporary art: abstract expressionism, pop, op, minimal, post-painterly abstraction, color field, new realism, happening, performance art, video and conceptual art, the new expressionism, and Neo Geo art. In addition to investigating these movements and the major figures involved in their development, the course will also consider the role of contemporary criticism and its influence on the arts.
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs, 3 Credits

Art 320
Studies in the History of Sculpture
Ms Butler, Staff
This course considers specific problems in the history of sculpture. It is designed to focus upon single artists, types of commissions, aspects of iconography, national or period styles as they come up in the history of sculpture. Topics vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Art 326
Tomb Sculpture
Ms Butler
A study of the sculptural forms employed as markers of the grave in various civilizations from primitive burials through rural cemeteries of the nineteenth century. Particular emphasis is placed on the question: how does the tomb reveal the ways in which either an age has seen itself or an individual him/herself?
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Art 328
Modern Sculpture
Ms Butler
Emphasis on the nineteenth century origins of modern sculpture and the range of sculptural expression achieved during the twentieth century. Field trips required.
Prerequisite: Art 202 or permission of instructor.
3 Lect Hrs, 3 Credits

Art 330
Studies in the History of Architecture
Staff
A course designed to provide in-depth study of historical and contemporary ideas, issues, and major figures, in architecture and urban planning. Topics vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Art 336
From Caves to Condos:
The History of Housing Design
Ms Stieber
This course provides an introduction to the history of housing design, particularly those design traditions which have influenced contemporary American housing. It examines ancient, premodern, and modern housing tyes in rural, urban, and suburban settings. It considers vernacular, commercial, and architect-designed housing, both private and public. The course not only examines architectural styles and construction, but also addresses issues of class, gender, and politics as they relate to housing design.
Prerequisite: Art 201, or Art 202, or permission of instructor.
3 Lect Hrs, 3 Credits

Art 339
Twentieth Century Architecture
Ms Stieber
Theory and form in twentieth century architecture. The course presents a detailed examination of architecture in both Europe and America since 1900. Subjects will include art nouveau; de Stijl; the Bauhaus; the new internationalism as against art deco styles; fascist and capitalist architecture of the thirties and forties; minimalist styles as against revivalism; the sculptural and monumental as against nihilist attitudes in contemporary architecture. Some thought will be given to the contrast between "popular" and "elitist" styles. Considerable attention will be given to contemporary theories on the function and forms of architecture.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Art 340
Studies in the History of Criticism and Aesthetics
Staff
A course in the analysis of aesthetics and art criticism designed to provide a better understanding of issues and major developments in the history of ideas. Topics vary by semester and instructor. Consult current course announcement for specifics.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Art 360
Studies in Film and Video
Staff
A topics course in the study of films, video, and broadcast television, most often concentrating on a specific director, genre, or historical period, through an approach that focuses on theme and style. Weekly film and video viewing in addition to three regular class hours per week. Topic varies with semester and instructor. Consult current course announcement for specifics.
Prerequisite: Art 265 or permission of instructor.
4 Lect /Viewing Hrs, 3 Credits

Art 363
Forms of American Film
Mr Risse, Staff
An examination of a major type of American cinema, the genre film, based on readings in contemporary theory and on a close analysis of a selection of films from the classic genres. In addition to studying the narrative and cinematic content and the cultural functions of the genres, the course traces their transformation over time by pairing each classical example with a modern adaptation.
Prerequisite: Art 265 or permission of instructor.
4 Lect /Viewing Hrs, 3 Credits

Art 365
The Documentary Film
Mr Risse
A survey of nonfiction film examining the evolution of rhetorical and visual techniques in their historical contexts. The course focuses on the major schools of the documentary as well as on specific filmmakers.
Prerequisite: Art 265.
4 Lect /Viewing Hrs, 3 Credits

Department of Art

Art 380
Studio Workshop
Staff
A course dealing with one or more techniques, media, and problems not covered or explored in the specific workshops in painting, graphics, three-dimensional work, and photography. Content varies; consult current course announcement.
Prerequisites: Enrollment Request Form and 3 studio courses to be specified by the individual instructor.
5 Studio Hrs, 3 Credits

Art 381
Drawing II
Staff
Continuation of work begun in Art 281, involving problems in a number of drawing media (ink, charcoal, pencil, chalk, etc.) approached through work with still life, landscapes and the human figure.
Prerequisites: 3 courses in art and Enrollment Request Form.
5 Studio Hrs, 3 Credits

Art 382
Drawing III
Staff
Continuation of the major concerns in Drawing II with a new emphasis on their integration into a pictorial statement.
Prerequisites: Drawing II and Enrollment Request Form.
5 Studio Hrs, 3 Credits

Art 383
Painting Workshop
Ms Barron, Mr Thurman, Mr Yarde
Specific problems are addressed in or through various painting media including oil, opaque, watercolor, acrylics. Content varies from semester to semester.
Prerequisites: 3 studio courses in art and Enrollment Request Form.
5 Studio Hrs, 3 Credits

Art 384
See Art 383.

Art 386
Three-Dimensional Workshop
Staff
This course takes up issues basic to three-dimensional form, such as particular materials and techniques; or it may take up topics to be solved by three-dimensional means. Content devised for a particular semester will not be repeated.
Prerequisites: 3 studio courses in art and Enrollment Request Form.
5 Studio Hrs, 3 Credits

Art 387
Printmaking Workshop
Mr Chiesa
This course consists of a series of problems in pattern, systems, composition and personal symbology, manifested in either intaglio or serigraphic techniques. Content varies from semester to semester.
Prerequisites: 3 studio courses in art and Enrollment Request Form.
8 Combined Studio/Lab Hrs, 4 Credits

Art 388
See Art 387.

Art 390
Slide-Tape and Multi-Image Workshop
Mr Polito
A non-darkroom course exploring the sequencing of photographically produced still images, and the integration of those images with sound, through the media of slide-tape and multi-screen productions. Students develop technical skills, deal with aesthetic issues and concerns, and design and produce projects. Students must have basic photographic skills and access to an adjustable 35mm camera.
Prerequisites: 3 art courses including Art 293 or Art 295, and an Enrollment Request Form.
5 Studio Hrs, 3 Credits

Art 393
Photography II
Ms McPheron, Ms Shook, and Staff
A continuation of studies begun in Art 293 with more advanced content, and an expectation of higher achievement. Lectures, group critiques, and laboratory assignments.
Prerequisites: 3 courses in art and Enrollment Request Form.
8 Combined Studio/Lab Hrs, 4 Credits

Art 394
Photography III
Ms McPheron, Ms Shook
This course is a more advanced continuation of study in photography, stressing personal and independent points of view, through lectures, group critiques, discussion meetings, and darkroom work.
Prerequisites: Art 393 and Enrollment Request Form.
8 Combined Studio/Lab Hrs, 4 Credits

Art 395
Film/Video II
Staff
A second semester of practice in the organization and execution of moving imagery and sound.
Prerequisites: 3 courses in art, including Art 293 and 295, and Enrollment Request Form.
8 Combined Studio/Lab Hrs, 4 Credits

Art 396
Film/Video III
Staff
This third semester of film and video is designed to provide the advanced student with a more complex experience in this area of study.
Prerequisites: Art 395 and Enrollment Request Form.
8 Combined Studio/Lab Hrs, 4 Credits

Art 399
Photography Workshop
Ms McPheron, Ms Shook
Students concentrate on completing a strong, cohesive body of work; this could take the form of a portfolio, book, or installation. each workshop is built on a broad topic (or an already formulated subject or issue which the individual may choose to develop). Students must have technical control of medium, as class time is given to critiques and to discussions of parallel professional work and assigned readings.
Prerequisites: 2 semesters of photography, permission of instructor, and Enrollment Request Form.
4 Combined Lect/Lab Hrs, 2 Credits

Art 400
Advanced Mini-Course in Art
Staff
Short courses on specialized topics in art history or studio work. This course requires a prerequisite or equivalent preparation in advance of enrollment. Elective credit only.
Variable Lect or Studio Hrs, 1-2 Credits

Art 414
Photography IV
Ms McPheron, Ms Shook
This course is the final course in the photography sequence. Students are required to develop a substantial portfolio on a specific theme, which demonstrates critical thinking and advanced technical skills. As in other photography courses, class time is divided among lectures, group critiques and discussions, and darkroom work.
Prerequisites: Art 394 and Enrollment Request Form.
8 Combined Studio/Lab Hrs, 4 Credits

Department of Art

Art 478, 479
Independent Study
Staff
Independent investigation of a special area under the supervision of qualified faculty. Open to a limited number of students in any semester. A written prospectus of the project is required of applicants. Please note: Art 478 and 479 cannot be counted toward the minimum major requirement of twelve departmental courses.
Prerequisites: Permission of instructor and department chairperson, and Enrollment Request Form.
Hrs by arrangement, 1-3 Credits

Art 480, 481
Seminar in Visual Studies
Staff
Designed primarily for the art major, to provide advanced work in areas and topics not normally offered in existing courses. Course content varies with instructor. May be repeated for credit.
Prerequisites: Permission of instructor and Enrollment Request Form.
3 Lect Hrs or 5 Studio Hrs, 3 Credits

Art 488, 489
Special Problems—Field Work
Staff
An independent project with an off-campus project focus under the supervision of a qualified professional. Open to a limited number of students in any semester. A written prospectus of the project, and a written final report, are required of all applicants. Please note: Art 488 and 489 cannot be counted toward the minimum major requirement of twelve departmental courses.
Prerequisites: Permission of instructor and department chairperson, and Enrollment Request Form.
Hrs by arrangement, 1-6 Credits

Art 491
Honors Project
This is the first semester's work of two leading to consideration for the award of Honors in Art. Course work will include an approved creative and/or research project under faculty supervision. Grades are to be awarded by supervising faculty as in regular independent study courses. Students may elect to withdraw from consideration for Honors and continue other course work without jeopardy to grades or credit. See departmental regulations for a description of this program.
Prerequisite: Permission of departmental Honors Committee.
Hrs by arrangement, 3 Credits

Art 492
Honors Project
Continuation of work begun in Art 491. Candidacy for continuation in the Honors Program will be determined by the Honors Committee prior to enrollment in this course. Students may elect to withdraw from consideration for Honors and continue other work without jeopardy to grades or credit. Grades are to be awarded by supervising faculty as in regular independent study courses.
Prerequisite: Permission of departmental Honors Committee.
Hrs by arrangement, 3 Credits

Biobehavioral Studies Program

Directors

Professor Celia Moore, Associate Professors Naomi Bishop, Jeremy Hatch

The Program

Students interested in animal behavior who are majoring in anthropology, biology, or psychology may choose to participate in the Biobehavioral Studies Program as a specialized addition to their regular major.

The goal of the Biobehavioral Studies Program is to provide students with a broad understanding of the various approaches to the naturalistic study of the behavior of all animals, including humans. Students in the program complete a major in one of the three departments associated with the program, and in addition take a group of appropriate courses in each of the other two departments. Interested students are urged to consult with one of the program's three directors, each of whom is affiliated with a different one of the three associated departments.

Requirements and Recommendations

Students entering the program are advised to take introductory courses in all three departments. In order to insure that the program is recorded on their transcripts, students should complete the appropriate form, available from any of the program's directors, and file a card with the Office of Registration and Records.

The program's requirements are intended to introduce students to the study of animal behavior, and to provide both breadth and depth, through courses in both a major field and in related areas.

Students in the program must complete a major in anthropology, biology, or psychology. Each of these three departments offers courses which are simultaneously applicable to the departmental major requirements and to those of the Biobehavioral Studies Program.

All students in the program must take at least six courses from the list below, to be distributed according to the following specifications:

I. at least one course from the student's major department.

II. a total of at least five courses from the other two departments, including a minimum of one course from each.

III. at least one course from category A (see below), two from category B, and two from category C.

Department of Biology

Biobehavioral Studies

Approved Courses:

A. First Courses in Animal Behavior

Anth C210 (Biosocial Bases of Human Behavior)
Psych 265 (Comparative Psychology)

B. Associated Fields

Anth 411 (Primate Anatomy)
Anth 364 (Sociobiology and Human Behavior)
Biol 290 (Biology of Populations)
Biol 316 (Neurobiology)
Biol 317 (Endocrinology)
Biol 342 (Ecology)
Biol 352 (Evolution)
Biol 244 (Ornithology)
Psych 260 (Physiological Psychology)
Psych 360 (Neuropsychology)
Psych 250 (Learning and Memory)

C. Advanced Courses in Animal Behavior

Anth 310 (Primate Behavior)
Anth 311 (Primate Socialization)
Anth 355 (Sex Roles and Relationships)
Biol 348 (Animal Behavior)
Biol 650 (Advanced Animal Behavior)
Psych 465 (Psychobiology of Development)

D. Laboratory Courses

Biol 349 (Methods in Ethology)
Psych 466 (Experimental Animal Behavior)

Transfer Credit Policy

At least three of the five program-approved courses from the departments outside the major department must be taken at UMass/Boston. Transfer courses must be approved in writing by one of the program's directors.

Faculty

Kamaljit Bawa, Professor and Chairperson; Professors Christine Armett-Kibel, Robert Guimond, Lawrence Kaplan, Michael Rex, Nevin Weaver (Emeritus), Richard White, H. Garrison Wilkes; Associate Professors Steven Ackerman, Ruth Bennett, Kenneth Campbell, John Ebersole, John Freeberg, William Hagar, Bettina Harrison, Jeremy Hatch, Fuad Safwat, Edna Seaman, Michael Shiaris, Manickam Sugumaran; Assistant Professors Kenneth Kleene, Pauline Parsons, Robert Stevenson; Part-time Assistant Professor Elizabeth A Davis; Part-time Lecturer Karlene Schwartz

The Department

Biology is enormously diverse. A few of the many fields it encompasses are anatomy, animal behavior, botany, ecology, genetics, microbiology, physiology and zoology. In some educational institutions, each of these (and others) is the title of a separate department, but the current tendency is for unification. The University's Biology Department reflects some of the diversity of the discipline, not only in its faculty, but also in its students and its curriculum. About 10% of the students in CAS are biology majors with a wide range of interests and aims. Some may have specific professional goals in mind (medical, environmental), or they may adopt biology as a non-professional Arts and Sciences major. The diversity and depth of our course offerings support either approach to the study of living systems.

Requirements

The Major

Required introductory and intermediate courses

Biol 111 and 112 (General Biology I and II) or Biol 113 (Accelerated Biology)
Chem 103 and 104 (Chemical Principles I and II)

Two semesters of mathematics: Math 124 (Applied Algebra) *or* Math 130 (Precalculus College Algebra and Trigonometry) *and* at least one semester of calculus (Math 135 or Math 140) are recommended. Math 105, 110, 120, and 125 are not counted toward the two semester math requirement of the biology major.

Phys 107 and 108 (College Physics I and II)
Phys 181 and 182 (Introductory Physics Laboratory I and II)
Biol 211 (Physiology of Organisms)
Biol 252 (Genetics)
Biol 290 (Population Biology)

Note: Prospective majors are advised to take Biol 111-112, Chem 103-104, and mathematics courses during their first year; Biol 211, Biol 252, Phys 107-108, and Phys 181-182 during their second year.

Students who have taken the Advanced Placement Examination in Biology and have scored "3" will be exempted from taking General Biology at UMass/Boston.

Students who score "4" or higher on the Advanced Placement Examination will be exempted from taking General Biology at UMass/Boston and will be granted 4 elective credits toward graduation.

CLEP. The Biology Department accepts a score of 50 and above on the CLEP exam plus satisfactory performance on the essay CLEP exam. Satisfactory performance will be determined by the faculty of the department who will grade the essay. Students who meet the above two requirements will be exempted from General Biology (Biology 111-112) and will receive six (6) credits.

Additional Requirements:

Biology majors must complete 20 credit hours of biology courses at the 300 level or higher; a minimum of 4 credit hours in the laboratory must be included. In two cases, up to eight of these required 20 credits may be taken in other departments: 1. Chemistry 253-254 (Organic Chemistry I and II), and 2. with prior approval of the department chairperson, courses taken to complete the requirements of the Biobehavioral Studies Program. The following courses may *not* be counted toward this requirement: Biol 381, 444, 478-479, 483, 672-673.

To graduate with the major in biology, students must maintain a final grade point average of 2.0 in all biology courses above the level of Biol 111-112 that are used to meet biology major requirements.

Note: Approval of the course instructor and the department chairperson is required if a student is to take for the third time any biology course in which the student has received the grade of "W."

Students fulfilling the above requirements will receive the Bachelor of Science degree. Please note: Students who matriculated before Fall, 1988, should consult the University's 1987-89 undergraduate catalog or the Biology Department, for more information on the 200- and 300-level requirements that apply to them.

Department of Biology

The Minor

All minors are required to take Biol 111-112 (or 113), and Chem 103-104. In addition, minors must take four othe biology courses, two at the 200 level and two at the 300 level.

Honors

To graduate with honors in biology it is necessary to complete satisfactorily a program of at least 3 credits in Independent Study in Biology. A formal honors application must be filed with the biology office when Independent Study is begun. The biology faculty will confer departmental honors upon students who:

1. Have a cumulative average of 3.0 or higher.
2. Have obtained satisfactory grades in their advanced biology courses. (Generally interpreted as no pass/fail enrollment and a 3.0 average in all biology courses numbered 200 or above).
3. Have written a thesis and given an oral presentation of their independent study project which the biology faculty feels merits the awarding of honors. Thesis presentations are usually scheduled during the last week of classes. The completed written thesis is due one week prior to the presentation.

Pass/Fail Option

Not more than one course in biology or in an approved closely related field specified as part of the biology major degree requirements shall be taken on a Pass/Fail basis.

Transfer Credit Policy

In meeting requirements for graduation with a degree in biology, a transfer student must include at least 12 credit hours, including a minimum of 2 credit hours (6 class hours) in laboratory work, taken within the Biology Department at UMass/Boston (or the equivalent at UMass/Amherst). These courses will be at the 300 level or above unless approval is obtained for lower level courses from the department chairperson. Please note: The following courses may *not* be counted toward this requirement: Biol 381, 444, 478-479, 483, 672-673.

Double Major in Biology and Medical Technology

The Program

The Double Major in Biology and Medical Technology is intended for students wishing to work in a health related clinical setting who may not choose to pursue graduate degrees upon completion of their undergraduate work. Students in this program fulfill the requirements for the biology major in three years and complete the medical technology major through a year of clinical training in the fourth year. Students are not required to make a commitment to the medical technology degree until the third year of the program, which allows students to change to a conventional biology major, or to change from a conventional major into the double major. In most cases tuition is waived for the year of clinical training.

All students who complete the double major will have received a sound education in biology as well as having acquired the specific career skills of a medical technologist. The job market for medical technology is substantial. A recent study predicts that there will be a 30.5% increase in positions occupied by medical technologists by 1990. The program has been developed to address this specific career situation, and to allow maximum flexibility for students.

Degree Requirements

Students in the Double Major in Biology and Medical Technology complete a three year biology major and a year of clinical training, and are required to fulfill the core requirements of the College of Arts and Sciences.

The following courses are required of all double majors (biology and medical technology):

- First Year

Biology 111 (General Biology I)
Chemistry 103 (Chemical Principles I)
Math 124/130 (Applied Algebra/Precalculus)
English 101 (Freshman English I)
Biology 112 (General Biology II)
Chemistry 104 (Chemical Principles II)
Math 135/140 (Survey of Calculus/Calculus I)
English 102 (Freshman English II)

- Second Year

Biology 211 (Physiology)
Chemistry 253 (Organic Chemistry I)
*Core Course
Core Course
Biology 252 (Genetics)
Chemistry 254 (Organic Chemistry II)
Biology 334 (Microbiology)
Core Course
Core Course

*For core course definitions see the beginning of the CAS section.

- Third Year

Biology 373 (Methods in Cell Biology and Biochemistry)
Biology 315 (Introduction to Immunology)
Physics 107 and 181 (College Physics I and Lab)
Core Course
Biology 374 (Methods in Cell Biology and Biochemistry)
Biology 302 (Histology)
Physics 108 and 182 (College Physics II and Lab)
Core Course
Core Course
Core Course

- Fourth Year

Professional Study Program

32 credits of clinical training in an apprved accredited laboratory.

Admission to the clinical training is on a competitive basis. Students must have a 2.5 GPA in order to be considered by accredited laboratories.

Biol 101
The Basis of Life
Staff
The uniqueness of life within the physical universe. The matter and energy of life, the genetic code, molecular biology, and the origin and evolution of life. An overview for students in the humanities and social sciences of those features which distinguish living organisms from non-living things. No background in the natural sciences is required.
Distribution Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits

Biol 102
Evolutionary Biology
Staff
Designed for students in the social sciences and humanities. Those areas of genetics, ecology, and evolution that form a unified approach to the study of organisms and populations. No background in the natural sciences is required.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Department of Biology

Biol 105
Plants and Human Affairs
Mr Wilkes
The origin, botanical relationships, domestication and history of plants of economic importance, emphasizing our dependence on cultivated plants and our influence on the vegetation of the world. No background in the natural sciences is required.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 108
Introduction to Nutrition
Staff
Introduction to the elements of nutrition with emphasis on nutrition for humans; examination of food stuffs and nutritional quality, physiology of food utilization, food quality regulations, and the global ecology of food production. No background in the natural sciences is required.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Biol 111
General Biology I
Staff
An integrated course stressing the principles of biology. Life processes are examined primarily at the molecular and cellular levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 112
General Biology II
Staff
An integrated course stressing the principles of biology. Life processes are examined primarily at the organismal and population levels. Intended for students majoring in biology or for non-majors who wish to take advanced biology courses.
Prerequisite: Biol 111.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 113
Accelerated Introductory Biology I
Staff
An accelerated course in general biology for a select group of students who are able to devote a great deal of time to the course. In one semester the course covers all the material covered in Biol 111-112, and serves as a prerequisite for intermediate-level biology courses. A strong background in mathematics and the sciences is advisable.
Prerequisite: Permission of the department.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 2 Disc Hrs, 6 Credits

Biol Z200
Field Biology on Nantucket
Staff
Summer only. Requires reports on original research projects in the field biology of Nantucket Island. Meets every weekday during part of the summer at the University's field station on Nantucket. Lectures, seminars, and individual consultation arranged. Mainland students live at the station and are responsible for modest expenses.
Prerequisites: Biol 111 and 112 or permission of instructor.
Hrs by arrangement, 1-6 Credits

Biol 205
Basis of Drug Action
Staff
A course designed for non-biology majors who are interested in the physiological rationale for modern drug therapy. The course examines the mechanisms of action of drugs used to control a variety of common and/or interesting ailments, as well as those which perturb normal physiological function (e.g., anesthetics and toxins). Basic principles of pharmacology are presented; no background in physiology will be presumed.
Prerequisites: Biol 101 and 102; or Biol 111 and 112; or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Biol 207
Anatomy and Physiology I
Staff
A study of the human organism, correlating structure and physiological mechanisms. Emphasis on skin, the special senses, and the skeletal, articular, muscular, nervous, and endocrine systems. Required of nursing and Physical education/Fitness majors.
Prerequisite: Biol 111 or equivalent.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 208
Anatomy and Physiology II
Staff
Continuation of Biol 207. Emphasis on the digestive, circulatory, respiratory, excretory, and reproductive systems. Required of nursing and Physical Education/Fitness majors.
Prerequisite: Biol 207.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 209
Medical Microbiology
Staff
An introduction to viruses, bacteria, fungi, and protozoa which may be pathogenic to humans and animals; and to immunology, epidemiology, and clinical microbiology. The laboratory introduces sterile techniques, maintenance of pure cultures, isolation, identification, and immunological methods. For nursing majors. Biology majors should take Biol 334 for microbiology.
Prerequisites: Biol 111; Chem 103 and 104, or Chem 107 and 108, or equivalent.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 211
Physiology of Organisms
Staff
A study of basic plant and animal physiology at the organismal level.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 213.
Prerequisites: Biol 111 and 112; Co- or Prerequisite: Chem 103.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 213
Physiology of Organisms Lecture
Staff
Lecture section of Biol 211; no lab work required.
Prerequisites: Biol 111 and 112.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Biol 252
Genetics
Staff
The basic principles of heredity, studied through an integrated presentation of molecular and classical (Mendelian) genetics. Topics include the nature of the hereditary material, structure of chromosomes, and patterns of inheritance.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 254.
Prerequisites: Biol 111 and 112. Chem 103 and 104 recommended.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 254
Genetics Lecture
Staff
Lecture section of Biol 252; no lab work required.
Prerequisites: Biol 111 and 112.
3 Lect Hrs, 3 Credits
Distribution Area: Natural Sciences.

Department of Biology

Biol 290
Population Biology
Mr Ebersole, Mr Rex
This course examines evolution, and the growth of populations, developing principles and applying them to such issues as interaction among species, social behavior, presentation of genetic variation in domestic species, ecology of human pathogens, control of insect pests, and the organization of ecosystems. The course includes two field trips.
Prerequisites or corequisites: Biol 211, 252.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Biol 302
Histology
Ms Harrison
A survey of the structure and organization of tissues and organ systems, primarily of mammals. Cellular physiology is considered as it relates to structure, ultrastructure, and staining characteristics.
Prerequisite: Biol 211.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 312
Developmental Biology and Embryology
Staff
Basic processes of development in multicellular plants and animals, focusing on growth, gene expression, cell interaction, morphogenesis, and pattern regulation. Topics include gametogenesis and fertilization, tissue development, organogenesis, and maturation.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 314.
Prerequisites: Biol 211 or 213; Chem 103.
3 Lect Hrs, 6 Lab Hrs, 5 Credits

Biol 314
Developmental Biology Lecture
Lecture section of Biol 312; no lab work required.
Prerequisites: Biol 211 or 213; Chem 103.
3 Lect Hrs, 3 Credits

Biol 315
Introduction to Immunology
Ms Harrison
A study of the processes by which higher animals defend themselves against foreign substances and infective agents. This study includes both basic and clinical sciences.
Prerequisites: Biol 211 and 252, and Chem 253.
3 Lect Hrs, 3 Credits

Biol 316
Neurobiology
Ms Armett-Kibel, Ms Bennett
The basic physiology of the nervous system, muscles, and sense organs; their organization into functional units.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 318.
Prerequisite: Biol 211 or 213 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 317
Endocrinology
Mr Campbell
The study of hormone physiology and biochemistry in the context of organismal regulation and coordination. Includes hormone chemistry, control and regulation of hormone production, and the cellular and biochemical nature of hormone action. Emphasis on mammalian systems and on laboratory and clinical investigations of the endocrine system.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 319.
Prerequisite: Biol 211 or 213 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 318
Neurobiology Lecture
Ms Armett-Kibel, Ms Bennett
Lecture section of Biol 316; no laboratory work required.
Prerequisite: Biol 211 or 213 or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 319
Endocrinology Lecture
Mr Campbell
Lecture section of Biol 317; no laboratory work required.
Prerequisite: Biol 211 or 213 or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 320
Vascular Plants
Mr Freeberg
The anatomy, morphology, and evolution of the major groups of vascular plants.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 322.
Prerequisite: Biol 211 or 213.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 322
Vascular Plants Lecture
Mr Freeberg
Lecture section of Biol 320; no lab work required.
Prerequisite: Biol 211 or 213.
3 Lect Hrs, 3 Credits

Biology 325
Taxonomy of Seed Plants
Mr Kaplan
Evolutionary relationships of the order and families of seed plants: principles of taxonomy; systems of classifications; survey of the major plant families; local flora. Occasional field trips. Note: Students who do not wish to take the laboratory portion of this course should register for Biol 326.
Prerequisites: Biol 111, 112, 252.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 326
Taxonomy of Seed Plants Lecture
Mr Kaplan
Lecture section of Biol 325; no lab work required.
Prerequisites: Biol 111, 112, or 252.
3 Lect Hrs, 3 Credits

Biol 330
Biology of Fishes
Staff
The evolution, ecology, genetics, taxonomy, and structure of fish. Biological problems of general interest are emphasized, such as breeding systems, genetics of sex determination, evolution by means of chromosome duplication, environmental physiology, and migration.
Prerequisites: Biol 211 and 252 or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 331
Biology of Marine Invertebrates
Staff
Essential background for those planning to concentrate in organismic biology, evolution, ecology, or applied environmental science. The course covers life histories, ecological roles, adaptations, morphologies, evolution, and classification of marine invertebrate animals. Laboratory includes field trips to local marine communities.
Note: Students who do not wish to take the laboratory portion of this course should register for Biol 333.
Prerequisite: Biol 211.
3 Lect Hrs, 6 Lab Hrs, 5 Credits

Biol 333
Biology of Marine Invertebrates (Lecture)
Staff
Lecture section of Biology 331; no lab work is required.
Prerequisite: Biol 211.
3 Lect Hrs, 3 Credits

Department of Biology

Biol 334
Microbiology
Mr Shiaris
Characterization and classification of the major groups of microorganisms, and the relationships of some of these with human beings and with the environment. Lectures and laboratory work treat distinguishing morphological, physiological, and nutritional characteristics of the bacteria, algae, fungi, and protozoa. Consideration of host-parasite relationships and of environmental, food, and industrial microbiology.
Prerequisites: Biol 211 and Chem 104.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 338
Insect Life
Staff
Physiological and other adaptations that account for the survival and success of insect life are considered. The laboratory will deal primarily with the diversity of insects. Brief consideration is also given to the relationship of insects to humankind.
Prerequisites: Biol 211 and either Biol 290 or 252.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Biol 342
Ecology
Mr. Ebersole
A course in population and community ecology. Topics include theory and case studies of population dynamics, competition, predation, niche concepts, life history strategies, behavioral interactions, energetics and productivity, community structure and organization, and biogeography.
Prerequisite: Biol 290, or 242, or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 343
Ecology Laboratory
Staff
Field trips to local terrestrial and marine communities, laboratory studies of population dynamics and interactions between species, and analytical approaches to ecological data. Some field trips may be scheduled on Saturdays. Offered in even-numbered years, fall term.
Corequisite or prerequisite: Biol 342.
1 Lect Hr, 3 Lab Hrs, 2 Credits

Biol 344
Ornithology
Mr Hatch
The biology of birds, with emphasis on problems of wider biological interest in ecology and behavior.
Prerequisites: Biol 111, 112, and 211.
Corequisite: Biol 345.
3 Lect Hrs, 3 Credits

Biol 345
Ornithology Laboratory
Mr Hatch
Laboratory and field work in ornithology.
Prerequisites: Biol 111, 112, and 211.
Corequisite: Biol 344.
3 Lab Hrs, 1 Credit

Biol 346
Marine Ecology
Staff
The organisms of marine and coastal habitats and their adaptations to the physiochemical parameters of marine environments. The structure and function of marine communities and ecosystems. Laboratory and field work.
Prerequisites: Biol 211 and 252 or permission of instructor.
4-6 weeks at the Nantucket Field Station,
4-6 Credits

Biol 348
Animal Behavior
Mr Hatch
The course deals with some topics in the physiology and development of behavior and more extensively with social organization, communication, and ecological aspects of behavior. Emphasis on the function and evolution of behavior.
Prerequisite: Biol 290 or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 349
Methods in Ethology
Mr Hatch
Observational and experimental analyses of the behavior of a variety of species. Laboratory studies, films, and field trips.
Prerequisite: Biol 290; Biol 348 is a corequisite.
5 Lab Hrs, 1 Disc Hr, 3 Credits

Biol 352
Evolution
Mr Rex
Evolution as the unifying concept of biology. Topics include population genetics, adaptive strategies, sex and breeding systems, speciation and population differentiation, fossil histories, evolution of man.
Prerequisites: Biol 290 and 252, or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 353
Evolution Laboratory
Staff
Laboratory investigations of evolutionary processes, including simulations of population genetics, biometric analyses of adaptive morphological features in natural populations, experiments on mimicry, field trips to systematic museum collections and local natural habitats, and phylogenetic analysis of land snails. Concepts of experimental design and statistical analysis are emphasized. Offered in even-numbered years, spring term.
Corequisite: Biol 352.
3 Lab Hrs, 1 Disc Hr, 2 Credits

Biol 360
Sociobiology
Staff
Societies of vertebrates and colonies and societies of invertebrates are considered as illustrative of various types of social life. Theories of the evolutionary mechanisms that have been advanced to account for the evolution of social life are considered in some detail. Concepts of behavioral ecology as illustrated by social animals are used to examine generalizations concerning animal societies and their evolution. A term paper based on library research in primary sources is required.
Prerequisite: Biol 252 or 290.
3 Lect Hrs, 1 Lab Hr, 4 Credits

Biol 371
Cell Biology and Biochemistry I
Staff
The cytology and fine structure of cells in relation to the production of energy for growth and reproduction. The chemistry of the life process considered in detail as a tool for inquiry into current problems in biology. It is recommended that Biol 373 be taken concurrently.
Prerequisite: Biol 211 or 213; or permission of instructor.
Corequisite: Chem 253.
3 Lect Hrs, 3 Credits

Department of Biology

Biol 372
Cell Biology and Biochemistry II
Staff
The biochemistry of DNA and proteins, and their relation to the control of gene expression in procaryotic and eucaryotic systems. Topics include recombinant DNA, repeated sequences, basic techniques DNA synthesis, protein synthesis, RNA synthesis, molecular immunology, mobile genetic elements, oncogenes, the molecular basis of developmental regulation in plants and animals, molecular endocrinology, and DNA mutagenesis and repair. It is recommended that Biol 374 be taken concurrently.
Prerequisite: Biol 252 or 254, and 371.
3 Lect Hrs, 3 Credits

Biol 373
Methods in Cell Biology and Biochemistry I
Staff
Laboratory course to accompany Biology 371. It comprises several tracks, each dealing with some aspect of cell function. Each 7 week track is an autonomous unit, with a minimum of 1 hour of lecture and 5 hours of laboratory per week. Each student must take 2 tracks per semester. It is recommended that Biol 371 be taken concurrently.
1 Lect Hr, 5 Lab Hrs, 3 Credits

Biol 374
Methods in Cell Biology and Biochemistry II
Staff
Laboratory course to accompany Biology 372. It comprises several tracks, each dealing with some aspect of cell function. Each 7 week track is an autonomous unit. Each student must take 2 tracks per semester. It is recommended that Biol 372 be taken concurrently.
Prerequisite or corequisite: Biol 371-372 or equivalent.
1 Lect Hr, 5 Lab Hrs, 3 Credits

Biol 381
Special Topics
Staff
Detailed study of a specialized field of biology. Several topics may be offered each semester.
Prerequisite: Permission of instructor.
Hrs by arrangement, 1 Credit

Biol 444
Cooperative Education Field Placement in Biology
Staff
A work placement in an off-campus biological laboratory or field setting where a student carries out an approved project comparable in depth and scope to an advanced undergraduate biology course. The department appoints one or more faculty to serve as co-sponsors. All placements are for six months. Full-time: six credits. Half-time: three credits.
Prerequisites: Junior standing; Biol 211 and 252; cumulative grade point average of 2.5 or higher in all courses, and grade point average of 2.5 or higher in science and mathematics courses.
Hrs by arrangement, 3-6 Credits

Biol 478
Independent Study I
Staff
An opportunity for qualified, advanced students to work on a specialized topic or research project in biology under the guidance of a faculty advisor. The course is normally taken for 3 credits per semester. Enrollment may be for one semester, but students are strongly urged to enroll for a full year. This course can be taken in the summer. Biol 478 and 479 do not count toward biology major requirements. Laboratory and field work.
Prerequisites: 2nd semester junior standing and permission of a research director.
Hrs by arrangement, 1-3 Credits

Biol 479
Independent Study II
Staff
See Biol 478.

Biol 483
Directed Research on Nantucket
Summer only. Requires written reports on original research projects done at university field station under the direction of a specific staff member. In general, projects are carried out during the first half of the summer, but by arrangement some work may be accomplished at other times during the year. The project should be planned well in advance of the time that the field work is to be done. Mainland students live at the field station and are responsible for modest expenses. Laboratory and field work.
Prerequisites: Previous experience in field biology, substantial background in biology and related subjects and permission of the instructor.
Hrs by arrangement, 1-6 Credits

Graduate Courses

All 600-level courses with the exception of Biol 698 and 699 are open to advanced undergraduates who meet prerequisites and have permission of the instructor.

Biol 602
Plant Physiology
Staff
Current developments in plant physiology, morphogenesis, and biochemistry.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3-5 Credits

Biol 603
Theories of Community Structure
Staff
Theoretical aspects of community development and organization including demography, competition, predation, life history strategies, trophic structure, community stability, and equilibrium and non-equilibrium models of species diversity. Rigorous mathematical and graphical approaches will be emphasized.
Prerequisite: Biol 342, or equivalent, or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 604
Biology of Cities
Mr Wilkes
Aspects of the origin and development of cities relevant to human biology: food, air, water, energy, waste, and the flow of those resources into and out of cities.
Prerequisites: Permission of instructor and introductory biology.
3 Lect Hrs, field trips, 3 Credits

Biol 605
Field Sampling Methods and Data Analysis
Staff
Statistical principles of research design integrated with field techniques, to measure parameters of community structure. Field exercises will involve application of the principles learned in lectures and the use of typical sampling equipment to solve environmental questions. Laboratory and field work.
Prerequisites: Biol 342 and 343, or equivalent, or permission of instructor.
3 Lect Hrs, 6 Lab Hrs, 5 Credits

Department of Biology

Biol 608 /Phys 608)
Biophysical Instrumentation
Mr Antonoff, Mr Hagar, Ms Bennett
A lecture and laboratory course on the application of microcomputers and microprocessor-based electronics to laboratory experiments in the biological and physical sciences. Emphasis is on techniques for interfacing the microcomputer with laboratory experiments for automated data acquisition, data reduction and analysis, information display, and real-time control of experiments.
Prerequisites: Graduate standing, or permission of instructors.
2 Lect Hrs, 4 Lab Hrs, 3 Credits

Biol 612
Advanced Cell Biology
Staff
The analysis of gene transfer and expression at the cellular level, including the nature of metabolic systems and the factors governing their regulation.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3-5 Credits

Biol 613
Topics in Archaeological Botany
Mr Kaplan
Laboratory tutorial: Recovery, identification, and analysis of macroscopic plant remains, pollen, and spores from archaeological and geological deposits; interpretation of the data derived and their botanical, archaeological, and paleo-ecological applications. Since course content varies from semester to semester, this course may be taken more than once for credit.
Prerequisite: Permission of instructor; Biol 610 or equivalent. The number of credit hours will be determined by prior consultation with instructor.
3 Lab/Disc Hrs Per Credit, 2-5 Credits

Biol 614
Advanced Cell Chemistry
Staff
The methodology of cell analysis, with emphasis on macromolecules and intermediary metabolites.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3-5 Credits

Biol 615
Seminar in Immunology
Ms Harrison
Selected topics in immunology will be studied in depth, using the current literature. Topics will be chosen for relevance, current interest, or for their challenging, even controversial nature.
Prerequisite: Biol 315 or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 618
Evolution Under Domestication
Mr Weaver, Mr Wilkes
The origin, evolution, and phylogenetic relationships of domesticated and semi-domesticated plants and animals; the influence of cropping and herding on natural floras and faunas of the world.
Prerequisite: Biol 241 and 242 or equivalent; or permission of instructor.
3 Lect Hrs and arranged Saturday field trips, 3 Credits

Biol 619
Theory and Techniques of Electron Microscopy
Staff
This intensive course in scanning and transmission electron microscopy will provide practical experience in tissue preparation, darkroom procedures, microtomy, and the use of microscopes. The theory of the techniques and the basic physics of the microscopes will be presented in lectures. Each student will compile a portfolio of micrographs.
Prerequisites: Biol 371 and 373 or comparable training; or permission of instructor.
8 Hrs (minimum) in lecture and lab, Hrs by arrangement, 4 Credits

Biol 622
Concepts and Methods in Cytology
Staff
The structural basis of cellular and subcellular functions, with practical experience in methods of visualizing cellular structure.
Prerequisite: permission of instructor.
Hrs by arrangement, 1-5 Credits

Biol 625
Insect Biology
Staff
The physiology and biochemistry of insects, emphasizing those adaptations that have made insects the most successful group of animals. The laboratory portion of the course stresses the morphology, diversity, and classification of insects.
Prerequisites: Biol 211, 290, and 371, or equivalent, and permission of instructor.
3 Lect Hrs, 3 Credits
College of Arts and Sciences

Biol 627
Bacterial Physiology and Genetics
Mr Shiaris
A rigorous biochemical examination of the bacterial cell. Lectures focus on bacterial cytology, physiology, and genetics. Areas of current research are emphasized. Students are expected to read primary literature and prepare an in-depth review paper on a special topic.
Prerequisite: Biol 334 or 614.
3 Lect Hrs, 3 Credit Hrs,

Biol 628
Microbial Ecology
Mr Shiaris
The functions, roles, and ecology of microorganisms in the environment, emphasizing biogeochemical cycling of elements. Special topics of concentration are chosen from the following: microbial diversity, evolution, interactions, aquatic or soil microbiology, and sewage microbiology. The course focuses on relating molecular and biochemical mechanisms to ecological principles. Readings are assigned from classical and current scientific literature for class discussion. An in-depth review paper on a special topic is required.
Prerequisites: Biol 334 or 342, and 372 and permission of instructor.
3 Lect Hrs, 3 Credits

Biol 638
Advanced Ecology
Staff
Concepts of population and community ecology. Topics covered may include population dynamics, life history strategies, theory of r- and K-selection, competition, predation, community organization, and species diversity. Particular emphasis is placed on the relationship between theoretical and empirical ecology. A weekly tutorial provides opportunity for greater discussion of material covered in lecture. Emphasis changes from year to year.
Prerequisite: Biol 342 or permission of instructor.
2 Lect Hrs, 1 Disc Hr, 3 Credits

Biol 640
Principles of Qualitative Modeling in Biology
Staff
A mathematical analysis of biological systems, with emphasis on qualitative rather than quantitative approaches. Signed digraphs (loop analysis), matrices, and computer programming are included. In addition, notions of feedback, stability, and other global properties of systems are presented. During the work sessions students are grouped to solve problems. At the completion of the course students can distinguish the various methods, assess their strengths and limitations, and apply them to biological systems of interest.
Prerequisites: Calculus; Biol 342 or 352; or permission of instructor.
3 Lect-Disc Hrs, 3 Credits

Department of Biology

Biol 642
Biogeography
Mr Rex
A study of geographical distribution patterns in plants and animals. Includes historical and descriptive aspects of the distributions of organisms, experimental and comparative tests of island biogeography theory, the population genetics and evolutionary strategies of colonizing species. Independent research by students is presented to the class in seminar form.
Prerequisites: Biol 342 and 352 or equivalents. Some knowledge of statistics and calculus highly recommended.
Hrs by arrangement, 3 Credits

Biol 643
Behavior and Ecology of Seabirds
Staff
Adaptations of seabirds to the marine environment with particular reference to breedin biology and feeding strategies; other topics of current interest in behavioral ecology. Lectures or lecture and field work.
Prerequisite: Permission of instructor.
Hrs by arrangement, 2-5 Credits

Biol 645
Ecological and Evolutionary Aspects of Plant-Animal Interactions
Mr Bawa
Coevolution of plants and animals is examined in an ecological context. Iteractions to be examined include pollination, seed predation, herbivory, and grazing. The role of these interactions in the regulation of community structure is discussed. Although emphasis is on tropical communities, alpine, temperate, and desert communities are also covered.
Prerequisites: Biol 290, and 342 or 352 or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 650-651
Scientific Communication I and II
Staff
Required of all graduate students; usually taken in the second year. One credit is awarded for 650 and two for 651. Students should take both courses either in the same term (they are frequently offered concurrently) or in the same academic year. The two courses cover the storage and retrieval of scientific information (including searching of computerized databases), the design of tables, figures, and other graphics, the writing of technical reports and papers, and the preparation of posters and publications. Writing, oral presentations, and attendance at the weekly departmental seminar, are required.
3 Credits (for both courses)

Biol 658/EnvSci 658
Environmental Physiology
Staff
A discussion course exploring in detail the mechanisms by which organisms adapt to their environment, and highlighting the interplay among cellular function, physiological function, and the ecology of the organism.
Prerequisites: Biol 211 or 213; or permission of instructor.
3 Lect Hrs, 3 Credits

Biol 660
Seminar in Developmental Biology
Staff
Current problems in developmental biology. Molecular and cellular differentiation, and pattern determination.
Prerequisites: Biol 312 or 314, and permission of instructor.
3 Sem-Disc Hrs, 3 Credits

Biol 662
Photobiology
Mr Hagar, Mr White
The photochemical reactions that occur in biological systems. Major topic areas are properties of light energy, utilization of light energy by photosynthetic organisms, mechanism of visual transduction, photochemical triggering mechanisms for developmental processes.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Biol 666
Seminar in Neurobiology
Staff
Structure, function and development of sensory receptors, neurons, and muscles.
Prerequisites: Biol 316 or 318 and permission of instructor.
3 Lect Hrs, 3 Credits

Biol 668
Cellular and Molecular Endocrinology
Mr Campbell
A laboratory and seminar course on selected aspects of endocrinology, emphasizing laboratory investigations of such topics of current interest in endocrinology as molecular control of the synthesis of hormones, complete elucidations of the mechanisms of hormone action, and methods of modulating fertility and development.
Prerequisites: Chem 253, Biol 317 or Biol 371, and permission of instructor.
2 Lect-Seminar Hrs, 6 Lab Hrs, 3 Credits

Biol 670
Tissue and Organ Culture
Ms Davis
A seminar and laboratory course on the principles and methods of culturing cells, tissues, and organs of animal and plants. Topics include growth factors, differentiation and morphogenesis *in vitro,* cell cloning, protoplast fusion, and the production of hybridomas for monoclonal antibodies. Students also apply tissue culture methods to individual research projects.
Prerequisites: Biol 314 or 371.
2 Sem Hrs, 6 Lab Hrs, 4 Credits

Biol 672, 673
Directed Readings in Biology
Staff
Selected readings in advanced areas of biology with guidance and regular discussion.
Prerequisite: Permission of instructor.
Hrs by arrangement, 1-3 Credits

Biol 675
Molecular Genetics
Staff
A lecture and laboratory course covering the structure and biosynthesis of RNA, DNA, and protein in procaryotic and eucaryotic organisms. It examines the importance of gene regulation in oncogenesis, viral genetics, genetic disorders, and development. The course will also cover recombinant DNA technology methods now in use.
Prerequisites: Senior or graduate status; permission of instructor.
3 Lect Hrs, 7 Lab Hrs, 4 Credits

Biol 676
Molecular Genetics Lecture
Staff
Lecture section of Biol 676; no lab work required.
Prerequisites: Senior or graduate status; permission of instructor.
3 Lect Hrs, 3 Credits

Biol 678
Protein Chemistry and Enzymology
Staff
A lecture and laboratory course on various aspects of protein chemistry and enzymology. Emphasis is on purification, characterization, structure, function, mechanism of action, kinetics, and regulatory aspects of enzymes. Topics also include the practical and theoretical aspects of affinity chromatography and other separation techniques, immobilization of enzymes and other biomolecules, enzyme kinetics, and the analytical and industrial use of soluble and insoluble enzymes.
Prerequisites: Biol 371 and 372, and permission of instructor.
3 Lect Hrs, 1 Lab Hr, 4 Credits

Biol 679
Protein Chemistry and Enzymology Lecture
Staff
Lecture section of Biol 678; no lab work required.
Prerequisites: Biol 371 and 372, and permission of instructor.
3 Lect Hrs, 3 Credits

Biology of Human Populations Program

Department of Biology

Biol 680
Methods in Comparative Biochemistry
Staff
Analysis of tissues and subcellular particulates from microorganisms, plants, invertebrate, and vertebrate animals to reveal physiological differences and evolutionary trends as expressed by chemical differences. The use of chromatography, spectrophotometry, tracer methodology, and chemical derivation for the analysis of tissues and organelles isolated by dissection and differential centrifugation. Techniques for cell disruption and sampling are presented, along with instruction in the operation of equipment for the separation, purification, and identification of tissue constituents.
Prerequisite: Permission of instructor.
6 Lab Hrs for 2 Credits, 9 Lab Hrs for 3 Credits

Biol 685
Biomedical Tracers
Mr Campbell
A seminar and laboratory course describing the types and uses of physical tracers in the biomedical sciences. Covers theory and application of various tracers (immunoglobins, radioisotopes, lectins, enzymes, chromogen labels, spin labels, heavy isotopes and particles), instrumentation for their detection, and general methods. The laboratory will include demonstrations and short projects chosen by the students and the instructor.
Prerequisites: Chem 253, Biol 371 (or Biol 317 or 315), and permission of instructor.
2 Lect-Seminar Hrs, 6 Lab Hrs, 3 Credits

Biol 691
Advanced Ethology
Mr Hatch, Mr Weaver
Examination in depth of topics in the biological study of behavior-ethology with particular reference to communication and the evolution of social behavior. There will be lecture-discussions, and occasional lab exercises and field trips.
Prerequisites: Graduate student or senior standing; Biol 360 or Biol 348, and permission of instructor.
Hrs by arrangement, 3 Credits

Biol 697
Special Topics in Biology
Staff
A field of biology of current interest is examined in detail.
Prerequisite: Permission of instructor.
Hrs by arrangement, 2-5 Credits

Director

Associate Professor Lawrence S Greene

The Program

The program is designed to expose interested biology majors to a number of anthropology courses, primarily in biological anthropology. A second goal is to assure that anthropology majors concentrating in biological anthropology achieve a strong foundation in the basic biological sciences. The program should be of particular interest to pre-medical and pre-dental students and to anthropology and biology majors considering graduate work in areas involving the biology of human populations. Applications to the program from non-degree-seeking students require the approval of the director.

Requirements

Any student majoring in anthropology or biology may also choose to enter the Biology of Human Populations Program. Program participants are required to take the courses listed below. All courses within the student's major count toward departmental major requirements as well as toward program requirements.

Anthropology

Anth 103 (Introduction to Cultural Anthropology)

Anth 212 (Human Variation)

Anth 316 (Nutrition, Growth, and Behavior)
and *two* of the following six courses
Psych 270 (Statistics)
or
Anth 313 (Developmental Models in Human Evolution)
or
Anth 317 (Human Epidemiology)
or
Anth 364 (Sociobiology and Human Behavior)
or
Anth 411 (Primate Anatomy)
or
Anth 412 (Issues in Biological Anthropology)

Biology

Biol 111, 112 (General Biology I and II)

Biol 211 (Physiology of Organisms)
or
Biol 213 (Physiology of Organisms/ lecture only)

Biol 252 (Genetics)
or
Biol 254 (Genetics/ lecture only)

Biol 312 (Developmental Biology)
or
Biol 314 (Developmental Biology/ lecture only)

Biol 316 (Neurobiology)
or
Biol 318 (Neurobiology/ lecture only)

Biol 317 (Endocrinology)
or
Biol 319 (Endocrinology/ lecture only)

Chem 358 (Introduction to Biochemistry)
or
Chem 354 (Biochemistry/ lecture only)

Biol 342 (Ecology)
or
Biol 352 (Evolution)

Biol 371 (Cell Biology and Biochemistry I)

A grade point average of 2.0 or better is required for successful completion of the program. Courses taken on a Pass/Fail basis may not be used to satisfy program requirements.

Transfer Credit Policy

The approval of transfer credits will be considered on a case-by-case basis by the program director.

Information

For further information students should contact the program director in the Anthropology Department.

Department of Black Studies

Faculty

Wornie L Reed, Associate Professor and Chairperson; Associate Professor Robert Moore; Assistant Professors Simon Gikandi, Patricia Turner, Julie Winch

The Department

Black studies is a multi-disciplinary and interdisciplinary field of academic study which seeks to explore in an orderly, systematic, and structurally integrated fashion the world of black experience. The broad educational purpose of the Department of Black Studies at the University of Massachusetts at Boston is to accumulate and disseminate a specialized body of knowledge about black experience in Africa, The West Indies, Latin America, Canada, and especially the United States. As a center of applied learning, the department will assist in preparing students for careers relevant to the development of the black community and to the rectification of social ills created in the country by individual and institutional racism.

Requirements and Recommendations

The Major

The requirements for a black studies major are consistent with the concept of black studies as a multi-disciplinary plan of study designed to provide students with a wide range of knowledge and analytical skills, and with a firm grounding in an area of specialization such as history, the social sciences, or the humanities.

All majors are required to take ten courses in the department, to be selected according to the following guidelines:

I. One of the ten courses must be BlkSt 111, for all majors, and two other courses are highly recommended: BlkSt C101 and C110.

II. At least three of the courses must be at the 300 level or above.

III. Some of the ten courses may be taken outside the department, drawn from an approved list of related courses in other disciplines.

IV. Each student majoring in black studies chooses one of the following areas of specialization within the major: history, humanities, or social sciences. Students must take at least five of their ten major courses in their area of specialization, and at least one of their major courses in each of the other two areas.

For the purpose of meeting this requirement, courses are classified as follows (please note that the same course may belong to more than one area):

A. Courses in history:
BlkSty C101
BlkSty C110
BlkSty 102
BlkSty 108
BlkSty 111
BlkSty 220
BlkSty 250
BlkSty 310
BlkSty 335
BlkSty 340

B. Courses in the humanities:
BlkSty 100
BlkSty C101
BlkSty 110
BlkSty 111
BlkSty 260
BlkSty 270
BlkSty 280
BlkSty 290
BlkSty 301
BlkSty 302
BlkSty 440

C. Courses in the social sciences:
BlkSty C101
BlkSty 102
BlkSty 108
BlkSty 201
BlkSty 250
BlkSty 301
BlkSty 320
BlkSty 335
BlkSty 410
BlkSty 430

For the purposes of meeting this requirement, BlkSty 480 (Topics in Afro-American Studies), 488-489 (Senior Thesis I and II), and 498-499 (Honors Seminar I and II) may be used as applicable in any of the three areas of specialization.

V. Students in the history area must take, as one of their ten major courses, one of the following methods courses: BlkSty 335 (Black Nationalism Before Garvey), BlkSty 340 (Free Blacks in the Era of Slavery), Hist 481 (Seminar in American History), Hist 482 (Seminar in Latin American History), Hist 484 (Works of Great Historians).

VI. Students in the social science area must take, as two of their ten major courses, a theory course and a methods course in one of the social sciences. Courses on the following list are approved for this requirement; students wishing to use other courses to meet the requirement should first seek the approval of the department chairperson.

Theory courses: Econ 201 (Microeconomic Theory), PolSci 454 (Recent and Contemporary Political Thought), Sociol 341 (Elements of Sociological Theory).

Methods courses: PolSci 230 (Introduction to Political Analysis), Sociol 351 (Methods of Sociological Research).

Majors in black studies will be advised to supplement their work with recommended courses in other departments in order to understand the black experience within the broad framework of the world at large. Other requirements for black studies majors are consistent with general University requirements.

The Minor

Students may minor in black studies by taking six courses, selected according to the following guidelines:

I. All minors take BlkSty C110 and BlkSty 111.

II. All minors take four additional departmental courses above the 100 level; two of these must be above the 200 level.

Honors

Senior students with at least a 3.0 average will be given the opportunity to write an honors thesis under departmental supervision.

Transfer Credit Policy

The Black Studies Department will accept up to 12 credits transferred from the black studies department of another accredited institution toward the black studies major, provided the grades achieved are at least a "B."

BlkSty C101
Introduction to Black Studies
Staff
This course presents an overview of the experience of the black person in the United States. It seeks to explore the black American experience in a way that is orderly, systematic, and structurally integrated; and to convey an understanding of the cultural, historical, and political roots of this experience. The course focuses chronologically on major episodes through a study of some key institutions, movements, and individuals who have contributed to the history of blacks in America.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Department of Black Studies

BlkSty C110
Black History I
Staff
An intensive study of the social, economic, and political history of black Americans from the slavery period through the Civil War, with particular emphasis on the social and cultural antecedents of black Americans, on Abolitionism and on the Civil War.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

BlkSty 100
Introduction to Black Literature
Staff
This survey course will examine the writings of some of the black Americans who have made unique contributions to the Afro-American literary tradition. The course explores these writings in terms of their socio-historical context, making use of analyses of character, plot, and symbolism. It gives particular attention to the writers' roles as social critics. Among the writers whose work may be considered are Frederick Douglass, Jean Toomer, Zora Neale Hurston, Richard Wright, Leroi Jones, Ernest Gaines, George Jackson, Alice Walker, and Toni Morrison.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

BlkSty 102
The History of Black Education
Staff
A comparative study of the history of black education from earliest times to 1954.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

BlkSty 104
Drug Abuse and the Black Community
Staff
An overview of the history of and the current problems evolving from drug abuse in black urban communities in the United States. Discrimination, prejudice, limited access to opportunity structures, treatment for the use of drugs, the law, community institutions, and value systems are examined as they pertain to drug use in the black community.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

BlkSty 108
Black Social Movements
Staff
Concepts of social movements as well as the appearance of social movements among black Americans in the nineteenth century. Examination of twentieth century black social movements, especially Marcus Garvey's movement, the Nation of Islam, the Civil Rights movement, and the Black Power movement.
Prerequisite: A course in sociology, political science, or Afro-merican history.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

BlkSty 111
Black History II
Staff
An intensive study of the social, economic, and political history of black Americans from the era of Reconstruction to the present. Topics include the black man during Reconstruction, racism in America, and a critical examination of the variegated patterns of black response to American social conditions in the late nineteenth and twentieth centuries.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

BlkSty 112
Black Religion Since 1900
Staff
This course identifies and discusses the growth of non-Christian religions, such as Islam and Black Judaism, and considers their significance in terms of *pluralism* within the black community. It also assesses and defines the birth, growth, and role of the black church, with its "black ideology," in relation to "white religion," to women, and to Africa, as well as to Third World countries.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

BlkSty 120
Black Religion Before 1900
Staff
An in-depth study of the origins, development, and expansion of the black church, as well as an examination of its function as a pillar of strength for black Americans.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

BlkSty 150
African Images in Literature
Mr Gikandi
This course examines the different ways in which African writers have represented the continent of Africa by focusing on their struggle to develop authentic forms and images. Through the reading of selected folktales, novels, and poems from different African societies, participants consider such issues as the influence of colonialism on creative writing; the politics of African culture; race and class; the images and status of women.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

BlkSty 201
Roots of the Black Family
Staff
An exploration of the social, economic, and religious issues affecting the black family.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

BlkSty 220
Free and Slave in the New World, 1492–1888
Staff
A survey of Afro-American and Afro-Caribbean societies from the European settlement of the Americas to the abolition of slavery in Brazil. The geographical focus is on Canada, the United States, Mexico, Guyana, Brazil, Cuba, and the English-speaking Caribbean—primarily Trinidad, Jamaica, and Barbados. The course introduces students to the historical debate over the varieties of slave systems.
Prerequisite: Permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

BlkSty 230
Black Women's History
Ms Turner, Ms Winch
This course introduces students to the major issues in the history of Afro-American women in the period before 1865. Topics include the role of women in pre-colonial Africa, the slave trade, the female experience in slavery, free women, black women and religion, black feminists and abolition.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Department of Black Studies

BlkSty 250
The Civil Rights Movement
Staff
This course examines the American civil rights movement as it developed during the period from 1954 to 1965, and as it changed during the period from 1966 to 1986. The course assesses the roles played by individuals, movements, governments, and political leaders in the process of social change.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

BlkSty L260 (AmSt L260)
Afro-American Folklore
Staff
This course examines the development and the significance of Afro-American folklore through study of its various genres: music, tales, legends, shorter verbal forms, material culture, folk belief, and folk humor. Emphasis is placed on both African survivals and Indo-European influences in these genres.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

BlkSty 270
The Black Image on Stage, Screen and Television
Ms Turner
The evolution and development of black characters and caricatures as they have been represented in theatrical and screen presentations. The material surveyed includes seventeenth and eighteenth century figures such as Caliban and Oroonoko; nineteenth century black stereotypes in minstrelsy and in post-bellum productions of *Uncle Tom's Cabin*; and twentieth century characters in stage, film, and television productions.
Prerequisites: Sophomore standing or permission of instructor.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

BlkSty 280
Afro-American Experience Through Music
Staff
An analysis of the varieties of black music. The course also examines the African roots of black music.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

BlkSty 290
Introduction to Caribbean Literature
Mr Gikandi
An introduction to Caribbean literature in the twentieth century with emphasis on its social and cultural origins, the forces that have shaped it, and its ideological function. Through the reading of literature from a number of different Caribbean islands, participants seek to understand the diversity of approaches to such issues as national identity, the nature of the self, history, and the status of women.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

BlkSty 301
Black Intellectual Thought
Staff
A survey course of the significant writings of black Americans from the period of Emancipation to the present, with special reference to issues concerning the educational, political, sociological, and psychological status of blacks in the United States.
3 Lect Hrs, 3 Credits

BlkSty 302
Martin and Malcolm X
Staff
An examination of the philosophical and ideological framework of Martin Luther King and Malcolm X. Their impact on black social movements, on modern American social and political life, and on the Third World is also considered.
3 Lect Hrs, 3 Credits

BlkSty 310
Modern Caribbean Society
Staff
This course will undertake a descriptive and interpretive analysis of the growth of the modern English-speaking Caribbean society. Although the focus is specifically on the period 1918-1962, the class will look at that period in the historical context of colonialism and slavery in the new world (the Americas), and of the social and political attitudes shaped and derived from that period. Special attention is therefore given to the salient racial, social, political, economic, and religious issues that have significantly influenced and contributed to the complex social relations of present day Caribbean society.
3 Lect Hrs, 3 Credits

BlkSty 320
Problems in Urban Education
Staff
This course looks at the relationship between young people growing up in the cities and the efforts to reform urban schooling. The course examines the cultural, social, economic, and political dimensions of formal "education" in the city at the pre-college level. Questions posed will include: What is education? Why educate? Who is educated in the city? What impact does urban education have upon its recipients and their families, culture, community? What is the relationship between urban education and the American social order?
3 Lect Hrs, 3 Credits

BlkSty 330
Politics of Southern Africa
Staff
A study of politics in modern southern Africa. The nature and rise of national consciousness and the process of liberation in Mozambique, Angola, Zimbabwe, Namibia, and South Africa are explored. Also analyzed are the implications of the political process of southern Africa throughout the world.
3 Lect Hrs, 3 Credits

BlkSty 335
Black Nationalism Before Garvey
Staff
This course explores the theme of black nationalism and the question of racial identity in the period from the American Revolution to World War I. Topics include the emergence of "back-to-Africa" movements, black communities in Canada, resettlement in the French- and English-speakingCaribbean, the black response to white colonizers, the establishment of black utopian communities, and western migration during Reconstruction.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

BlkSty 340
Free Blacks in the Era of Slavery
Staff
This course focuses on the emergence of free black communities in the United States from the early colonial era to the Civil War. Topics include the development of free and slave status, black involvement in the Revolution, the abolition of slavery in the North, the position of Southern free blacks, the growth of independent black churches, black abolitionists, the convention movement, and the response of free blacks to the Civil War.
Prerequisite: BlkSty C101 or C110.
3 Lect Hrs, 3 Credits

Department of Black Studies

BlkSty 410
Black Urban Politics
Staff
An examination of the dynamics of black politics in the urban setting.
3 Lect Hrs, 3 Credits

BlkSty 420
Race, Class, and Political Modernization
Staff
An exhaustive treatment of the evolution of the American socio-political system and the role and function of black people and Third World nationalities within that system. Special attention is given to the interplay between racial oppression and class exploitation as factors in the political process.
3 Lect Hrs, 3 Credits

BlkSty 430
Race and the American Legal System
Staff
This course focuses on the historical relationship between race and the American legal system. It examines the social forces and events that precipitated major court decisions and legislative enactments from slavery to the present.
3 Lect Hrs, 3 Credits

BlkSty 440
Post-Colonial Literature: Africa and the Caribbean
Mr Gikandi
This course examines contemporary African and Caribbean literature in its historical, cultural, and intellectual context. Emphasis is on the ways different writers have attempted to develop new literary forms in order to create authentic images of their cultures and communities. The course also looks at the continuing influence of colonialism on the literary and social life of these communities. There is no prerequisite, but BlkSty 290 is strongly recommended.
3 Lect Hrs, 3 Credits

BlkSty 480
Topics in Afro-American Studies
Staff
Intensive study of special topics varying each year according to instructor.
Prerequisites: BlkSty C110 and junior or senior standing as a Black Studies major.
3 Lect Hrs, 3 Credits

BlkSty 484
Departmental Seminar
A dialogical examination of selected topics as they impinge upon segments of the black community. These topics are treated with a view toward solutions.
3 Lect Hrs, 3 Credits

BlkSty 488
Black Studies Senior Thesis I
Staff
Study in depth of a topic chosen by the student in consultation with an honors advisor, and a paper written with the approval and under the direction of an honors advisor, normally related to work done in the honors seminar. Honors are awarded on the basis of performance in the honors seminar, evaluation of the paper by the Afro-American Studies Concentration Committee, and 3.0 overall average.
Prerequisites: BlkSty 498 and 499 and permission of the department.
Hrs by arrangement, 3 Credits

BlkSty 489
Black Studies Senior Thesis II
Staff
See Black Studies 488.

BlkSty 498
Black Studies Honors Seminar I
Staff
An interdisciplinary seminar for students admitted to honors, and to a limited number of other highly qualified students.
Prerequisites: 3.0 overall average and permission of the department.
3 Lect Hrs, 3 Credits

BlkSty 499
Black Studies Honors Seminar II
Staff
See BlkSty 498.

Department of Chemistry

Faculty

Walter Weibrecht, Associate Professor and Chairperson; Professors Joseph S Alper, J-P Anselme, Ernest I Becker, Robert I Gelb, Daniel A Laufer, Thomas N Margulis, Paul McDonagh, Peter Pappas, Lowell M Schwartz, Hans van Willigen, Chi-Hua Wang, Leverett Zompa; Associate Professors Robert L Carter, Henry Mariani, John Reardon; Assistant Professor Marietta E Haeg; Instructor Kenneth F Cerny

The Department

The Chemistry Department at UMass/Boston, in the Science Building on the Harbor Campus, enjoys some of the most modern equipment and facilities in the greater Boston area.

The program has been designed to prepare students for the challenges that face he chemist in a modern society. Graduates may go directly into industry or may continue their education at the graduate level in chemistry, medicine, dentistry, or other fields. Both lectures and discussion sections in most first and second year courses are conducted by faculty members who bring to the subject their experience in teaching and research to help make students aware of current developments in the field. Faculty direct laboratories as well, and with the aid of teaching assistants are able to give individual attention to smaller groups of students during laboratory sessions.

Upper level courses are conducted in small groups under almost tutorial conditions. Active research participation by undergraduate students is highly encouraged. Working closely with individual faculty members in the laboratory, students attain a high level of scientific experience and professional maturity.

Requirements

For the BA in Chemistry

The department requires 36 credits in chemistry, including the following courses:
Chem 103 and 104 (Principles of Chemistry I and II)
Chem 253 and 254 (Organic Chemistry I and II)
Chem 311 and 313; Chem 312 and 314 (Analytical and Physical Chemistry)
Chem 369; Chem 379 (Chemical Structure)
Chem 370 (Inorganic Chemistry)

In addition, chemistry majors must complete two semesters of calculus (Math 140-141) and two semesters of calculus-level physics with laboratory (Phys 113-114; Phys 181-182).

Department of Chemistry

For the BS in Chemistry

All requirements for the BA plus:

I. one of the following courses:

Chem 351 (Qualitative Organic Analysis)
Chem 354, 358 (Biochemistry, with lab)
Chem 361 (Analytical Instrumentation)

II. two additional courses from the following list:

A. any chemistry elective other than Chem 101 and 102, 107 and 108, 200, 205, 207
B. any physics elective beyond Phys 114
C. any mathematics elective beyond 141
D. any biology course
E. any computer programming course.

Pass/Fail Option

Please note: No chemistry courses, and no more than one mathematics or physics course required for majors, may be taken on a Pass/Fail basis, and then only with prior departmental approval.

Recommendations

Beyond the minimum requirements for the degree, chemistry majors are encouraged to take elective courses chosen from among the following offerings: Chem 351 (Organic Qualitative Analysis), Chem 354/358 (Biochemistry), Chem 361 (Analytical Instrumentation), and Chem 478 (Readings in Chemistry). Research participation for credit generally begins in the junior or senior year with enrollment in Chem 481 and 482 (Advanced Laboratory in Chemistry I & II) or Chem 491 and 492 (Senior Thesis in Chemistry I & II). In addition to the preceding undergraduate offerings, qualified students may enroll for undergraduate credit in the department's offerings for the Master's Degree Program in Chemistry. Suitable courses are: Chem 693 (Topics in Physical Chemistry), Chem 653 (Polymer Chemistry), Chem 694 (Topics in Organic Chemistry), Chem 658 (Medicinal Chemistry), Chem 670 (Topics in Inorganic Chemistry), Chem 601 and 602 (Chemical Dynamics I & II), Chem 611 and 612 (Chemical Structure I & II), and Chem 621 and 622 (Chemical Synthesis I & II). Additional course work in mathematics, physics, or biology is also encouraged.

Any student interested in majoring in chemistry should immediately contact the Chemistry Department to be assigned a faculty advisor who will help plan a sequence of courses suitable to the student's interests.

Advanced Work

The department encourages its majors to take Chem 481 and 482 (Advanced Laboratory) or Chem 491 and 492 (Senior Thesis). These courses generally provide a unique learning experience for the undergraduate scholar. Students are guided in advanced level laboratory work by members of the faculty in the faculty members' research laboratories.

Honors

Students may be awarded departmental honors in chemistry by satisfying either of the following sets of requirements:

Option One:
1. maintaining a cumulative average of at least 3.0, and
2. maintaining a cumulative average in chemistry courses of at least 3.5.

Option Two:
1. maintaining a cumulative average of at least 3.0,
2. maintaining a cumulative average in chemistry courses of at least 3.3,
3. satisfactorily completing a minimum of three credit hours of Chem 491-492 (Senior Thesis in Chemistry), and
4. satisfactorily defending a thesis that the Chemistry Department faculty deems worthy of honors recognition.

Transfer Credit Policy

For institutions and/or courses not listed in the University Course Equivalency Guide the departmental chairperson's approval is required. A minimum of 16 credit hours must be taken within UMass/Boston's Chemistry Department; these courses must be at or above the 300 level.

Chem 101
Chemical Science I
Staff
First semester of a one-year introductory course for non-science majors. The basic principles of atomic theory, the periodic table, chemical bonding, thermochemistry, environmental chemistry, and nuclear chemistry. This course is intended for students of the social sciences and humanities.
Distribution Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits

Chem 102
Chemical Science II
Staff
Systematic descriptive chemistry and the chemistry of biological substances. This course is intended for students of the social sciences and humanities.
Distribution Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits

Chem 103
Chemical Principles I
Staff
Introduction to the fundamental principles of chemistry including atomic structure, stoichiometry, the periodic table of the elements, chemical bonding, molecular structure, and states of matter based on kinetic theory. Laboratory work presents an introduction to methods of quantitative chemical techniques. This course is intended for science majors, engineering students, and predental and premedical students.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits

Chem 104
Chemical Principles II
Staff
Introduction to acid-base systems, elementary thermodynamics, chemical kinetics and equilibria, electrochemistry, oxidation-reduction reactions, and a survey of the chemical properties of elements based on principles already introduced. Laboratory work presents qualitative and quantitative analysis. This course is intended for science majors, engineering students, and predental and premedical students.
Prerequisite: Chem 103.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits

Chem 107
Introduction to Chemistry I
Staff
A survey of the theoretical principles of general inorganic chemistry. Topics include atomic and molecular structure, bonding, chemical reactions, solution, pH, stoichiometry, and radiochemistry. This course is intended for students of nursing.
Distribution Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs, 1 Disc Hr, 4 Credits

Chem 108
Introduction to Chemistry II
Staff
A brief survey of organic and biological chemistry. Topics include structure, nomenclature, and the nature of organic compounds. Emphasis is on preparation for biological applications. Carbohydrates, lipids, proteins, and nucleic acids are introduced. The structures and metabolism of important biochemical molecules are considered. This course is intended for students of nursing.
Prerequisite: Chem 107.
Distribution Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs, 1 Disc Hr, 4 Credits

Department of Chemistry

Chem 198
Chemical Problem Solving
Staff
Techniques of solving problems that arise in chemistry in general and physical chemistry in particular. This course is a prerequisite for Chem 341 and Chem 369, but may be waived for students who pass a special examination. Chem 198 should normally be taken after Math 141 and Phys 113.
Prerequisite: Chem 104.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Chem 200
Nutrition
Staff
Fundamental concepts of nutrition and the biochemistry of nutrients. The foods are studied as sources of energy, minerals, and vitamins; also the requirements and chemical functions of each are considered. The course also deals with deficiency diseases, dyes, and food additives.
Prerequisite: Chem 108 or equivalent.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Chem 205
Quantitative Chemistry
Staff
A survey of analytical procedures with an introduction to analytical instrumentation. Topics include gravimetric and volumetric analyses, pH and pH meters, spectrophotometry and chromatography.
Prerequisite: Chem 104.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Chem 207
Fundamentals of Organic Chemistry
Staff
The fundamentals of organic chemistry. Topics include structure, nomenclature, functional groups, reactions, methods of synthesis, analytical procedures and the biological aspects of organic chemistry.
Prerequisite: Chem 104.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Chem 253
Organic Chemistry I
Staff
An intensive survey of structure, reactions and synthesis of the main classes of organic compounds. Laboratory illustrates the preparation, purification and identification of organic compounds by classical and instrumental methods.
Prerequisite: Chem 104.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits

Chem 254
Organic Chemistry II
Staff
An intensive survey of structure, reactions and synthesis of the main classes of organic compounds. Laboratory illustrates the preparation, purification, and identification of organic compounds by classical and instrumental methods.
Prerequisite: Chem 253.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Lab Hrs, 1 Disc Hr, 4 Credits

Chem 307
Radiochemistry
Staff
Types of radioactive decay, methods of detection, and measurement of radioactivity appropriate to various scientific disciplines. Tracer methodology and counting techniques. Health physics and the interactions of radioactive materials with biological materials.
Prerequisite: Chem 205 or equivalent.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Chem 311
Analytical Chemistry
Staff
This course is an introduction to analytical and solution chemistry. Topics include solubility, acid-base, redox and complexation equilibria and ionic activity coefficients with applications to gravimetric, titrimetric, chelometric, electrolytic and spectrophotometric methods of analysis. Equilibrium principles are applied to a variety of separation techniques as well.
Prerequisite: Chem 254.
3 Lect Hrs, 1 Disc Hr, 4 Credits

Chem 312
Physical Chemistry
Staff
This is an introductory course in chemical thermodynamics, kinetic theory and classical chemical kinetics. Topics include the First, Second, and Third Laws of Thermodynamics with special application to chemical transformations. Phase equilibria and the phase rule are discussed in detail. A discussion of chemical kinetics includes rate laws, order, molecularity, and activation parameters.
Prerequisite: Chem 311.
3 Lect Hrs, 1 Disc Hr, 4 Credits

Chem 313
Analytical Chemistry Laboratory
Staff
This course provides practical laboratory experience with a variety of analytical methods. These include titrimetric, spectrophotometric, conductometric, potentiometric and electrolytic methods as well as ion exchange and solvent extraction separations.
Prerequisite: Chem 254.
Corequisite: Chem 311.
1 Lect Hr, 3 Lab Hrs, 2 Credits

Chem 314
Physical Chemistry Laboratory
Staff
This is a laboratory course designed to illustrate various topics discussed in Chemistry 312 and to introduce data analytical methods including statistics and error propagation.
Corequisite: Chem 312.
1 Lect Hr, 3 Lab Hrs, 2 Credits

Chem 351
Organic Qualitative Analysis
Mr Anselme, Mr McDonagh
Theory and practice in organic compound separation and identification employing classical and instrumental methods.
Prerequisite: Chem 254.
1 Lect Hr, 6 Lab Hrs, 3 Credits

Chem 354
Introduction to Biochemistry
Mr Laufer, Mr Mariani
Structure, chemistry, and metabolism of proteins, lipids, carbohydrates, and nucleic acids.
Prerequisite: Chem 254.
3 Lect Hrs, 3 Credits

Chem 358
Introduction to Biochemistry
Staff
This course provides experimental training in preparation, analysis, and characterization of bio-molecules.
Prerequisite: Chem 254.
Corequisite: Chem 354.
1 Lect Hr, 3 Lab Hrs, 2 Credits

Chem 361
Analytical Instrumentation
Staff
Principles and use of instrumental methods in analysis.
Prerequisites: Chem 341 and 369.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Chem 369
Chemical Structure
Staff
Introduction to fundamental theories concerning the structure of atoms and molecules. Discussion of the application of spectroscopic methods in structure elucidation. Laboratory work illustrates lecture principles and provides practice in application of various spectroscopic techniques.
Corequisite: Chem 379.
Prerequisites: Chem 104, Math 141, Phys 114 and one physics laboratory.
3 Lect Hrs, 4 Credits

Department of Chemistry

Chem 370
Inorganic Chemistry
Mr Carter, Mr Weibrecht, Mr Zompa
Discussion of the fundamental principles of modern inorganic chemistry. Laboratory includes synthetic techniques and methods of characterization of inorganic compounds.
Prerequisite: Chem 369.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Chem 379
Chemical Structure Lab
Staff
Spectroscopy applied to chemical problems. Absorption and emission spectra, magnetic resonance and mass spectroscopy are used in the laboratory work.
Corequisite: Chem 369.
3 Lab Hrs, 1 Disc Hr, 2 Credits

Chem 444
Cooperative Education Field Experience in Chemistry
Staff
The Cooperative Education Program in Chemistry places students in work assignments directly related to chemistry. Three credits are awarded for a full-time, six-month assignment; fewer credits are awarded for part-time placement. Credits are awarded only upon successful completion of the prospectus. A maximum of six credits may be earned through the program.
Prerequisites: Chem 311 and 313; or Chem 369 and 370; a cumulative grade point average of 2.5.
Hrs by arrangement, 13 Credits

Chem 470
Chemical Applications of Group Theory
Staff
Application of symmetry and group theoretical methods to various aspects of chemistry. Foundations cover basic definitions and theorems, molecular symmetry, symmetry groups and group representations. Applications to bonding include hybridization of atomic orbitals and symmetry-adapted molecular orbital theory. Spectroscopic applications include electronic (crystal field theory) and vibrational spectroscopy.
Corequisites or Prerequisites: Chem 198 and 369.
2 Lect Hrs, 2 Credits

Chem 478
Readings in Chemistry
Staff
Topics vary depending on instructor.
Hrs by arrangement, 14 Credits

Chem 479
Readings in Chemistry
Staff
See Chem 478.

Chem 481
Advanced Laboratory in Chemistry I
Staff
Special laboratory topics under individual guidance by faculty member.
Prerequisites: Chem 254 or 256 and any two of the following: Chem 311, 312, 369, 370.
12 Lab Hrs, 4 Credits

Chem 482
Advanced Laboratory in Chemistry II
Staff
See Chem 481.

Chem 491
Senior Thesis in Chemistry I
Staff
Original investigation by the student under the guidance of the faculty advisor. An oral résumé before the Chemistry staff is required.
Prerequisites: Chem 254 and any two of the following: Chem 311, 312, 369, 370.
12 Lab Hrs, 4 Credits

Chem 492
Senior Thesis in Chemistry II
Staff
See Chem 491.

Graduate Courses

Chem 601
Chemical Dynamics I
Staff
Discussions and outside readings in the areas of chemical and physical equilibria and rate processes. Emphasis on thermodynamics from classical and statistical points of view and on chemical reaction mechanisms.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 4 Credits

Chem 602
Chemical Dynamics II
Staff
Three or four selected topics of interest to students and staff involved. Typical subjects include molecular transport processes and the kinetic theory, photochemistry and excitation transfer processes, surface and electrode rate processes, particle collision dynamics and reactivity, irreversible thermodynamics, interaction of radiation and matter, and molecular state transitions.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 3 Credits

Chem 611
Chemical Structure I
Staff
Structure determination and theory. Three or four molecules of interest to the students and faculty involved are chosen. Based on these molecules, discussions, readings and laboratory exercises attempt to show how a chemist determines each structure and how the structure is understood by modern chemical theory.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 4 Credits

Chem 612
Chemical Structure II
Staff
In tutorial form. Individual students study advanced structure topics with appropriate staff members.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 3 Credits

Chem 621
Chemical Synthesis I
Staff
The tactics and strategy of accomplishing the synthesis of a chemical substance. Examples of organic and inorganic systems.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 4 Credits

Chem 622
Chemical Synthesis II
Staff
The synthesis and characterization of a number of representative organic and inorganic compounds.
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 3 Credits

Department of Chemistry

Chem 653
Polymer Chemistry
Staff
An introductory survey of polymer chemistry including polymer structure and stereochemistry, characterization of polymers, categories of polymers, synthesis of reactants, and polymerization reactions and their mechanisms. Why and how polymers are tailor-made will be exemplified. Polymer chemistry as an interdisciplinary and unique area of chemical science will be stressed.
Prerequisites: Chem 254 and 311 or equivalent.
3 Lect Hrs, 3 Credits

Chem 658
Medicinal Chemistry
Staff
This graduate and upper level professional course presents principles of medicinal chemistry. Organized along pharmacological lines, the course considers the development and design of drugs, those a) acting on the central and peripheral nervous systems; b) acting on the cardiovascular, hematopoietic, and renal systems; and c) acting as chemotherapeutic agents, vitamins, and hormones. Special emphasis is given to drugs used in emergencies and to drugs described in the *United States Pharmacopeia* and the *National Formulary.* Syntheses of important compounds in the various categories are presented.
Prerequisite: Chem 254 or equivalent.
3 Lect Hrs, 3 Credits

Chem 691, 692
Seminar I, II
Staff
Prerequisite: Acceptance into the graduate chemistry program, or permission of instructor.
Hrs by arrangement, 1 Credit

Chem 693
Topics in Physical Chemistry
Staff
Topical discussions, each based on elementary principles of physical chemistry and progressing toward recent developments in the field.
Prerequisites: Chem 311 and 369.
3 Lect Hrs, 3 Credits

Chem 694
Topics in Organic Chemistry
Staff
Topical discussions of selected topics of current interest in organic chemistry. Open to graduate students and advanced undergraduates.
Prerequisite: Chem 254 or equivalent.
3 Lect Hrs, 3 Credits

Chem 695
Topics in Inorganic Chemistry
Staff
Topical discussions in selected areas of current interest in inorganic chemistry.
Prerequisite: Chem 370.
3 Lect Hrs, 3 Credits

Chem 696
Independent Study
Staff
Study of a particular area of chemistry under the supervision of a faculty member.
Prerequisite: Permission of instructor.
Hrs by arrangement, 110 Credits

Chem 697
Special Topics in Chemistry
Staff
Graduate level readings in various areas of chemistry under the supervision of a faculty member.
Prerequisite: Permission of instructor.
Hrs by arrangement, 1-10 Credits

Department of Classics

Faculty

Frank J Nisetich, Associate Professor and Chairperson; Professors George Koniaris, R Joseph Schork; Associate Professor Emily A McDermott

The Department

The Department of Classics concerns itself with the civilizations of ancient Greece and Rome in all aspects—linguistic, literary, religious, and archaeological. The foundation of the program is the traditional study of the Classics, with emphasis on mastery of the Greek and Latin languages. Three of the department's four majors require upper-division study of the great works of Greece and Rome in the original; the fourth major, Classical Studies, provides students an opportunity to study classical culture through a disciplined program based mainly on works read in translation. Note: Courses labeled Classics (Clsics 281, etc.) require no knowledge of Greek or Latin. Courses in the original language are labeled accordingly (Lat 101, 102, Grk 211, etc.).

Requirements

Greek Major

I. Greek 222 and at least four courses in Greek at or beyond the 300 level, including Grk 310 (Epic Poetry).

II. Either Clsics C171-C172 or Clsics 281-282 or Hist 301-302 or, with departmental approval, any other two classics courses.

III. Either two semesters of college Latin at the appropriate level or two additional Greek courses at or beyond the 300 level.

Latin Major

I. Latin 222 and at least four courses in Latin at or beyond the 300 level, including Lat 310 (Virgil).

II. Either Clsics C171-C172 or Clsics 281-282 or Hist 301-302 or, with departmental approval, any other two Classics courses.

III. Either two semesters of college Greek at the appropriate level or two additional Latin courses at or beyond the 300 level.

Department of Classics

Greek-Latin Major

I. Greek 222 and Latin 222.

II. At least five Greek or Latin courses at or beyond the 300 level: three in one language, two in the other.

III. Either Clsics C171-C172 or Clsics 281-282 or Hist 301-302 or, with departmental approval, any other two classics courses.

Classical Studies Major

I. Three semesters of Latin or Greek at the appropriate level.

II. Clsics C171 or Clsics 281, *and* Clsics C172 or Clsics 282 *or* Hist 301 and Hist 302.

III. Four additional classics courses at or beyond the 200 level, at least *two* of which must be at the 300 level; one of these four courses may be from an allied department.

IV. Clsics 495 (Senior Seminar) (offered spring semester only).

Note for all students: No student may receive credit for both Clsics C171 and 281, or Clsics C172 and 282.

The Minor

Students majoring in another discipline may wish to deepen and enrich their understanding of it by minoring in Classical Studies. The requirements for the minor are

I. Three semesters of college Greek or Latin at a level appropriate to the student's preparation, in accordance with posted departmental guidelines.

II. Four classics courses, of which no more than two may be at the 100 level.

Please note: Greek or Latin courses beyond the level specified above may be substituted for up to two of these courses; and one of the four courses may be taken outside the department in a related discipline.

At least two of the courses taken to fulfill requirements I and II above must be at or beyond the 300 level. Classics 161 may not be counted toward the minor.

Honors

Departmental Honors candidates must have an overall average of 3.0 and a departmental average of 3.5. The program consists of two semesters of work undertaken in the candidates' senior year and culminating in a Senior Honors Thesis (Clsics 490-491, Grk 490-491, or Lat 490-491).

Transfer Credit Policy

All courses in Latin and Greek at the 100-200 level at post-secondary institutions are transferable; Latin and Greek courses at the 300-level are transferable with departmental permission.

All courses in classics (not given in the original language) at post-secondary institutions are transferable; courses of this kind that have no exact equivalent at UMass/Boston are transferable with departmental permission.

Overseas Programs

Information about overseas programs in Greece or Italy can be obtained from the chairperson.

Clsics C171
The Greeks
Staff
Selected masterpieces of Greek literature (Homer, the tragedians, Plato, Aristophanes) are read in modern English translation. Background lectures and discussions emphasize characteristic values of ancient Greek civilization.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Clsics C172
The Romans
Staff
Selected masterpieces of Roman literature (Virgil, Plautus, Cicero, Horace, Livy) are read in modern English translation. Background lectures and discussions emphasize characteristic Roman values.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Clsics C271
Paganism and Christianity
Staff
Examination of selected parallel documents, customs, and artifacts from the ancient Greco-Roman and Judeo-Christian world. Lectures and discussions stress form and expression, not "message." Music and art important.
Prerequisite: Sophomore standing.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Clsics 161
The English Lexicon
Staff
The debt our language owes to Latin and Greek. An introductory consideration of English vocabulary, word formation, and word origins. Suggested as an aid to basic skills development and to general language awareness.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Clsics 281
Greek and Roman Civilization I
Staff
A consideration of the major periods of ancient civilization through the reading of literary masterpieces supplemented by lectures on cultural and historical backgrounds. Discussion of Homer, the tragedians (Aeschylus, Sophocles, Euripides) Aristophanes, Plato (Greece). Introduction to archaeological and artistic materials. This course and Clsics 282 initiate the suggested sequence of classics "in translation" courses (283-287).
Distribution Area: Historical and Cultural Studies
3 Lect Hrs, 3 Credits

Clsics 282
Greek and Roman Civilization II
Staff
A consideration of the major periods of ancient civilization through the reading of literary masterpieces supplemented by lectures on cultural and historical backgrounds. Discussion of Cicero, Catullus, Virgil, Ovid, Petronius (Rome). Introduction to archaeological and artistic materials. This course and Clsics 281 initiate the suggested sequence of classics "in translation" courses.
Distribution Area: Historical and Cultural Studies
3 Lect Hrs, 3 Credits

Clsics 283
Greek and Roman Epic
Staff
The *Iliad* and *Odyssey* of Homer, the *Aeneid* of Virgil; intensive study of the background, meaning, and influence of ancient epic poetry, with some attention to minor ancient epics and developments of epic poetry in later periods.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Clsics 284
Greek and Roman Mythology
Staff
The analysis, background, and lasting influence of Greek and Roman myths. Some consideration of the ancients' beliefs about divinity; worship and ritual practices. Both primary (ancient authors) and secondary (modern) sources will be used.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Department of Classics

Clsics 285
Greek and Roman Tragedy
Staff
A survey of the monumental dramatic production of fifth century Athens including the works of Aeschylus, Sophocles, and Euripides. Background on period, tragic genre and theatre conventions; influence on Rome and tragedies of Seneca.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Clsics 286
Greek and Roman Comedy
Staff
The origins of Western comedy through a reading of selected works (Aristophanes and Menander—Greece; Plautus and Terence—Rome).
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Clsics 287
Women in Greek and Roman Literature: Reflections of a Divided Society
Staff
Readings in English translation of works of Greek and Roman literature dealing with women and their place in society.
Prerequisite: Sophomore standing.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Clsics 385
Greek and Roman Religion
Staff
The ancients' belief in, and worship of, the ancient gods; oracles, mysteries, cults. Both primary sources (ancient authors in translation) and modern secondary sources will be used.
Prerequisite: Clsics 284 or permission of the instructor.
3 Lect Hrs, 3 Credits

Clsics 390
The Heroines of Greek Drama: Problems in Analysis
Staff
An in-depth consideration of the heroines of Greek tragedy and comedy, as shaped by literary, psychological and sociological factors. Emphasis will be placed on academic methodology and original research.
3 Lect Hrs, 3 Credits

Clsics 391
Greek and Roman Historiography
Staff
Major Greek/Roman historians. Consideration of development of historical writing, historians' concepts of causation, literary techniques; primary and secondary sources.
Prerequisites: Sophomore standing and permission of instructor.
3 Lect Hrs, 3 Credits

Clsics 395
Ancient Lyric Poetry
Staff
The poetry of Sappho, Alcaeus, Pindar and other Greek lyricists; their influence on Catullus and Horace; historical, religious, social and political background of ancient lyric poetry.
Prerequisites: Sophomore standing and permission of instructor.
3 Lect Hrs, 3 Credits

Clsics 478, 479
Independent Study
Selected research topics organized in consultation with individual students.
Prerequisite: Permission of instructor and department chairperson.
Hrs by arrangement, 1-3 Credits

Clsics 490
Honors Program
Staff
Extensive reading in one broad segment of classical literature culminating in a written examination.
Prerequisites: 3.5 major average, 3.0 overall average, senior standing, permission of instructor.
Wkly Conf, 3 Credits

Clsics 495
Senior Seminar
Staff
For majors only.
Prerequisite: Senior standing.
Hrs by arrangement, 3 Credits

Clsics 499
Honors Thesis
Staff
A substantive review of a subject approved by the individual instructor.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3 Credits

Greek Courses

Grk 101
Elementary Greek I
Staff
Fundamentals of ancient Attic Greek, designed to complete a standard, basic textbook with Greek 102. Offered in the fall.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Grk 102
Elementary Greek II
Staff
A continuation of Greek 101.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Grk 211
Intermediate Greek
Staff
Review of basic principles and introductory reading of prose authors: Plato, Lysias (Fall).
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Grk 222
Homer
Staff
Introductory reading in the *Iliad* or *Odyssey;* continuation of Greek 211; credit may be applied toward any departmental major (Spring).
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits
Note: Greek 222 is a prerequisite for all Greek courses at or beyond the 300 level.

Grk 301
Attic Orators
Staff
Selected readings in Lysias, Demosthenes, and other major orators; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 302
Plato
Staff
Readings in selected dialogues; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 303
Aeschylus
Reading of selected tragedies; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 304
Sophocles
Staff
Reading of selected tragedies; background and scholarship.
3 Lect Hrs, 3 Credits

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Grk 305
Euripides
Staff
Reading of selected tragedies; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 306
Aristophanes
Staff
Reading of selected comedies; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 307
Herodotus
Staff
Reading of selected books of the histories; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 308
Thucydides
Staff
Reading of selected books of the histories; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 309
Lyric Poetry
Staff
Selections from lyric and elegiac poets; background and scholarship.
3 Lect Hrs, 3 Credits

Grk 310
Epic Poetry
Staff
Advanced reading of Homer's *Iliad* and/or *Odyssey;* background and scholarship.
Required for departmental major in Greek and combined major in Greek/Latin.
3 Lect Hrs, 3 Credits

Grk 478
Independent Study
Staff
Directed projects in Greek language and literature.
Hrs by arrangement, 1-3 Credits

Grk 479
Independent Study
Staff
See Grk 478.

Grk 490
Honors
Staff
Special projects in Greek language and literature for honors candidates.
Hrs by arrangement, 1-3 Credits

Grk 491
Honors
Staff
See Grk 490.

Latin Courses

Lat 101
Fundamentals of Latin I
Staff
Designed to complete a standard basic textbook with Latin 102. Offered in the fall.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Lat 102
Fundamentals of Latin II
Staff
Continuation of Latin 101. Offered in the spring.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Lat 113
Intensive Latin
Staff
Accelerated elementary Latin for students with previous language background; fundamentals in one semester.
Prerequisite: Previous language background.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Lat 211
Intermediate Latin
Staff
Review of basic principles and introductory reading of a prose author (Cicero, Livy). Students with 3 years of high school Latin may qualify (Fall).
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Lat 222
Ovid—Metamorphosis
Staff
Continuation of Latin C211. Credit may be applied to major (Spring).
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits
Note: Latin 222 is a prerequisite for all Latin courses at or beyond the 300 level.

Lat 301
Cicero
Staff
Reading in Cicero's orations, philosophical, or rhetorical works; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 302
Caesar
Staff
Reading in the works of Caesar; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 303
Roman Comedy
Staff
Reading in the plays of Plautus and Terence; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 304
Catullus
Staff
Reading in the poems of Catullus; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 305
Roman Elegy
Staff
Reading in Tibullus and Propertius and other Latin elegiac poets; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 306
Tacitus
Staff
Reading in the historical works of Tacitus; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 307
Sallust
Staff
Reading in the historical works of Sallust; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 308
Livy
Staff
Reading in the historical works of Livy; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 309
Lucretius
Staff
Reading "On the Nature of Things"; background and scholarship.
3 Lect Hrs, 3 Credits

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Lat 310
Virgil
Staff
Reading in the works of Virgil with primary emphasis on the Aeneid; background and scholarship. Required for Latin majors, and for combined Greek/Latin majors.
3 Lect Hrs, 3 Credits

Lat 311
Petronius
Staff
Reading in the Satyricon; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 312
Horace
Staff
Reading in the works of Horace; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 313
Juvenal
Reading in the satires of Juvenal; background and scholarship.
3 Lect Hrs, 3 Credits

Lat 478
Independent Study
Staff
Directed projects in Latin language and literature.
Hrs by arrangement, 1-3 Credits

Lat 479
Independent Study
Staff
Directed projects in Latin language and literature.
Hrs by arrangement, 1-3 Credits

Lat 490
Honors
Staff
Special projects in Latin language and literature for honors candidates.
Hrs by arrangement, 1-3 Credits

Lat 491
Honors
Staff
Special projects in Latin language and literature for honors candidates.
Hrs by arrangement, 1-3 Credits

Communication Program

Co-Directors

Associate Professors Ron Polito, Robert Risse

The Program

The Communication Program provides degree and non-degree students with opportunities to develop skills in the use and implementation of communications media, and in the critical analysis of communications. Students fulfilling the requirements of this interdisciplinary program receive a notation on their transcripts of the achievement.

Designed to complement the student's major field of study, the Communication Program helps students learn to analyze and understand the communication process—a valuable asset in any field. The foundation courses are taught within a broad interdisciplinary framework, while a variety of specialized courses allow more concentrated study and the acquisition of skills in areas of individual interest. Depending on the sequence of courses they choose, students can develop the knowledge and skills necessary for advanced study or for professional and vocational application.

For students with a strong vocational interest in film, video, photography, or professional writing, it is suggested that the Communication Program be completed in conjunction with a film/video or photography sequence under the art major or with the Professional Writing Program as part of the English major. A listing of these options follows. Details may be obtained from the Director of the Communication Program.

Requirements

The Communication Program and its courses are open to any student at or above the sophomore level. Students are required to complete a sequence of eight courses (24 credits minimum): two in foundation courses and six distributed over three major areas of communication study. Because of the wide range of course options, students are expected to register with the programdirector early in their studies and to develop their specific programs with an advisor.

If approved by the program director, a maximum of 9 credits of course work in communication studies may be transferred from other colleges and universities. Non-degree certificate students entering the program must demonstrate a level of writing equivalent to that required to pass the Writing Proficiency Examination.

I. Two foundation courses. All students are required to take:

ComStu 200 Introduction to Communication
ComStu 480 Communication Seminar

II. Distribution Courses, six courses. Students select six courses from the listing below, with the following restrictions:

1. The six courses must be distributed in either a 2-2-2 or a 3-2-1 pattern across the three major areas: Modes, Techniques, Context.
2. If a 3-2-1 pattern is elected, then no more than two courses may be selected from any sub-group under each major heading.

This list of courses represents current CAS offerings considered to be appropriate for the Program. As departments create, delete, and modify courses this list will be amended. Students should contact either of the program's co-directors for the most current information.

1. The Modes of Communication:

Course #	*Course Title*
1a. Anth 281	Structure of human language
Anth 285	Language and Culture
Anth 385	The Ethnography of Speaking
Ling 201	Intro to Linguistics
1b. Art 265	Film Analysis
Art 360	Studies in Film and Video
Art 363	Forms of American Film
Art 365	Documentary Film
Engl 325	Narrative in Novel and Film
1c. ComStu 470	Special Topics in Communication Studies (Modes)
1d. Psych 333	Group Dynamics
Psych 357	Psychology of Visual Arts
Psych 346	Language Development
Psych 356	Psychology of Language and Thought

2. The Techniques of Communication:

Course #	*Course Title*
2a. Art 293	Photography I
Art 393	Photography II
Art 295	Film/Video I
Art 395	Film/Video II
Art 390	Slide/Tape Workshop
2b. Engl 106	Oral Communication
Engl 215	Intermediate Composition
Engl 300	Creative Writing
Engl 302	Creative Writing: Fiction
Engl 306	Advanced Composition

Communication Program

2c.	ThrArt 235	Intro to Directing
	ThrArt 236	Intro to Acting
	ThrArt 250	Intro to Playwriting
	ThrArt 251	Playwriting I
	ThrArt 335	Intro to Directing II
	ThrArt 336	Intro to Acting II
2d.	ComStu 484	Communication Internship

3. The Context of Communication:

	Course #	*Course Title*
3a.	AmSt 215	America on the Screen
	BlkSty 270	Black Images on Stage, Screen and TV
	WoSt 220	Women and the Media
	WoSt 320	Woman's Image in Film
	WoSt 321	Women Film Directors
3b.	AmSt 310	TV in American Life
	AmSt 101	Pop Culture in America
3c.	ComStu 470	Special Topics in Communication Studies (Context)
3d.	PolSci 365	Politics of Communication
	PolSci 366	International News Interpretation
	PolSci 477	Propaganda
3e.	Sociol 300	Communication and Opinion
	Psych 335	Social Attitudes and Public Opinion

Applied Programs or Course Sequences Within Major Programs

The following courses are recommended for Communication Program students who desire additional work in the Techniques of Communication beyond the basic requirements of the Program.

Art Department: Film/Video Sequence

Course #	*Course Title*
Art 265	Film Analysis
Art 295	Film/Video I
Art 365	Documentary Film
Art 368	Forms of American Film
Art 395	Film/Video II
Art 396	Film/Video III

Art Department: Photography Sequence

Course #	*Course Title*
Art 272	History of Photography
Art 293	Photography I
Art 390	Slide/Tape Workshop
Art 393	Photography II
Art 394	Photography III
Art 399	Photography Workshop
Art 414	Photography IV

English Department: Professional Writing Program

Course #	*Course Title*
Engl 215	Intermediate Composition
Engl 306	Advanced Composition
Engl 480	English Internship (6 credits)
	Seminar in Professional Writing
Elective	See program director

ComStu 200
Introduction to Communication
Mr Risse
This course is designed to provide an introductory survey of the study of communication. The course begins with a general history of the evolution of human communication, and goes on to examine such areas as theories, models, and basic concepts in communication; the range of verbal and non-verbal codes, and their complex interrelations in the message systems of modern electronic media; and various communication contexts, with emphasis on the structure and function of interpersonal communication and mass communication, particularly broadcast and cable television.
Core Area: The Arts.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

ComStu 470
Special Topics in Communication Studies
Staff
This course explores special topics in communication not undertaken in the program's regular offerings. Topics will be offered under the program areas "Modes of Communication" and "Context of Communication". Content, organization, and requirements vary with the instructor.
Prerequisite: ComStu 200 or permission of instructor
3 Lect Hrs, 3 Credits

ComStu 480
Communication Seminar
Staff
A seminar on a particular problem, issue, or technique in the study of communication, approached from a variety of disciplines and perspectives. The topic of the seminar varies from offering to offering and reflects the research interests of the sponsoring faculty member.
Prerequisite: ComStu 200 or permission of instructor.
3 Lect Hrs, 3 Credits

ComStu 484
Communication Internship
Mr Polito
An independent project undertaken at an off-campus location under the guidance of a faculty advisor and an off-campus supervisor. A written proposal is required and must be approved by the faculty advisor and the director of the Communication Program prior to accepting the internship. Students will submit a written final report and, at the discretion of the faculty advisor, an interim report. Details and an application form may be obtained from the program director. Grading is "Pass/Fail".
Prerequisite: 4 courses in the program and permission of program director.
1-4 Credits

Computer Science Programs

The Programs

The Departmnt of Mathematics and Computer Science offers two programs in computer science, one equivalent to the major and the other equivalent to a minor.

Major Certificate

The Major Certificate in Computer Science will be granted to non-degree-seeking students who satisfy all of the departmental requirements of the major in computer science. The aim of the program is to train people (who may already have a bachelor's degree in another field) to work in research and development in the high-technology computer industry in Massachusetts. Completing the major certificate may take up to three years of study because of the prerequisite structure. Note that although the listed mathematics requirements begin with calculus, many students may first need a review of high school algebra and trigonometry.

Intermediate Certificate

The Intermediate Certificate in Computer Science is for those students who are mainly interested in computer applications. Students who are majoring in other fields as well as non-degree-seeking students may follow this program of study.

Requirements

The requirements for the major certificate are identical with those
of the computer science major (See Department of Mathematics and Computer Science).

At present, the elementary courses required for the major certificate are offered every semester (day and evening), but the more advanced courses are offered less frequently. Many of the electives are offered at night. It is possible to complete the certificate by taking courses in the evening only.

Requirements for degree- and non-degree-seeking students for the intermediate certificate are as follows:

CS 110p, CS 210, Math 140, CS 240, CS 310 (all five); Phys 374, CS 260 or a computer elective (choose one); an applications course* (choose one).

*Courses in computer applications to other disciplines are taught in other departments. The following list is included to indicate the level of such applications courses: *Simulation* (MS 422), *Introduction to Management Information Systems* (MS 421), *Advanced Programming Applications* (MGT 429), and any computer course numbered above (and not including) CS 320. Students must, of course, satisfy the usual prerequisites of such courses.

For students wishing to begin one of the certificate programs, forms are available at the Office of the Registrar. Students should be sure to notify the department, during their final semester of completing the certificate requirements, that they expect to do so.

Transfer Credit Policy

How much and what may be transferred is currently settled on an individual basis in a conference with the departmental advisor.

Information

For more information on course descriptions, prerequisites, etc., see the booklet "Computer Science Information," which is available from the department.

Creative Writing Program

Director

Professor Martha Collins

The Program

The Program in Creative Writing is designed for degree- and non-degree-seeking students with special interests in writing poems, stories, and novels, and/or plays. The program can be taken independently or in conjunction with other degree programs. It can be completed comfortably in four to six semesters. Non-degree seeking students will be awarded a certification of completion.

Requirements and Recommendations

Admission

Although creative writing courses are open to all students (subject, in most cases, to permission of the instructor), the program is designed for those students with special interests in writing. Students seeking further information should consult with the program director.

Courses

I. At least four courses in creative writing, only one of which may be an introductory course.

Engl C210 (Introduction to Creative Writing)
Engl 211 (Introduction to Creative Writing: Poetry)
Engl 212 (Introduction to Creative Writing: Fiction)
Engl 300 (Creative Writing: Tutorial)
Engl 301 (Creative Writing: Poetry)
Engl 302 (Creative Writing: Fiction)
Engl 461 (Creative Writing Workshop)
Engl 496 (Creative Writing Honors I)
Engl 497 (Creative Writing Honors II)
ThrArt 250 (Introduction to Playwriting)
ThrArt 251 (Playwriting I)
ThrArt 351 (Playwriting II)
ThrArt 275 (Introduction to Screen and TV Writing)

Students are advised to take Engl C210, 211, or 212 as sophomores, or, if exempted from Engl 102, as freshmen. Other courses may be taken in any sequence, and *Engl 300, 301, 302, and 461, and ThrArt 251 and 351 may be repeated for credit.*

Creative Writing Program

Engl 496 and 497 are open only to senior degree students admitted to the Honors in Creative Writing Program.

Several sections of Engl C210 are offered each semester; the other courses are offered once or twice a year. At least one section of Engl C210 is usually offered in the Extended Day Program.

Students wishing to take more than one creative writing course per semester must receive permission from the instructors involved.

II. Three additional literature courses are required. At least two must be genre courses or major author courses, and at least one must be an upper-level course.

These courses should, generally, be English courses; but relevant theatre arts and literature-in-translation courses may be allowed, in certain cases, with permission of the director of the Creative Writing Program.

Note: Students majoring in English may count English courses toward both the major and the creative writing program.

A portfolio of course work must be reviewed and approved by the director of the Creative Writing Program in consultation with members of the creative writing faculty.

Transfer Credit Policy

With the permission of the director, two courses in creative writing taken at another university or two courses' worth of credit for practical experience in creative writing may be applied toward the certificate.

Information

For further information students should contact the Office of Creative Writing. (929-8319)

Program in East Asian Studies

Faculty

Mark R Peattie, Professor of History and Director, Isabelle Mao, Associate Professor of Chinese Language and Literature, Takeshi Kokubo, Lecturer in Japanese Language and Literature

The Program

The civilizations of China, Japan, and Korea represent an important part of the cultural, intellectual, and social experience of the human race. At the same time East Asia has become a vital area in world affairs. Thus, it is particularly appropriate that the University of Massachusetts at Boston offers specialized instruction in this field.

Courses offered through the program aim at general intellectual advancement and the satisfaction of personal educational goals through the study of a rich and profound cultural heritage which stands outside that of Western civilization. Thus, while these courses provide a potential basis for advanced work in East Asian studies, students who choose to complement their major disciplines by enrolling in the program should not view the program as useful only to those who intend to pursue graduate study in an East Asian studies field.

At present courses, are offered chiefly in the areas of history, politics, and language and literature (Chinese and Japanese), with courses in other disciplines occasionally available.

Students in the program may be majors in any discipline, but the courses offered are probably most relevant to students of history, literature, and the social sciences.

Requirements and Recommendations

Admission

Normally, sophomores and juniors will be admitted to the program. Students in the program are required to have a knowledge of Mandarin, Cantonese, Japanese, or Korean, or to make a firm commitment to acquire that knowledge through course work, since language study is an essential part of the program. Those students interested in enrolling should plan to take East Asian Studies L160 and L161 (East Asian Civilizations I and II) and to begin language study as soon as possible. Interested students should consult with the director concerning their qualifications and the development of an individual program of study.

Courses

Students in the program must take East Asian Studies 160 and 161, two years (four courses) of either Chinese or Japanese language courses, and one elective from the list of relevant courses (see below). Partial waivers of the language requirement may be granted by the director, on the basis of interviews and/or testing, to students with adequate existing levels of skill.

Transfer Credit Policy

Partial waivers of language and other requirements may be granted by the director to certain transfer students.

Courses Relevant to the Program

Art 260 (Topics in the Art of Asia)
EASt L160 (Hist L160) (East Asian Civilizations I)
EASt L161 (Hist L161) (East Asian Civilizations II)
EASt L360 (Hist L360) (Traditional China)
EASt L361 (Hist L361) (Modern China)
EASt L362 (Hist L362) (Traditional Japan)
EASt L363 (Hist L363) (Modern Japan)
EASt L388 (Hist L388) (History of East Asian-American Relations)
EASt 478 (Independent Study)
EASt 479 (Independent Study)
EASt 480 (Topics in East Asian Studies)
Chse 101 (Introductory Chinese I)
Chse 102 (Introductory Chinese II)
Chse 201 (Intermediate Chinese I)
Chse 202 (Intermediate Chinese II)
Chse 251 (Modern Chinese Literature in Translation)
Chse 253 (The Classic Chinese Novel in Translation)
Chse 478 (Independent Study)
Chse 479 (Independent Study)
Econ 272 (Comparative Economic Systems)*
Econ 470b (Political Economy of China)
Hist 360 (History of Traditional China)
Hist 361 (History of Modern China)
Jse 101 (Introductory Japanese I)
Jse 102 (Introductory Japanese II)

Program in East Asian Studies

Jse 201 (Intermediate Japanese I)
Jse 202 (Intermediate Japanese II)
Jse 250 (Modern Japanese Literature in Translation)
Jse 252 (Traditional Japanese Literature in Translation)
Jse 478 (Independent Study)
Jse 479 (Independent Study)
PolSci 387 (Government and Politics of China)
RelSty 232 (Eastern Religions)
Sociol C104 (Personality and Social Structure in Two Societies: Japan and the US)

*Not area-directed, but with a relevance to East Asia

Note: Descriptions of courses in Chinese and Japanese language and literature can be found on the pages immediately following the East Asian Studies Program course descriptions below.

EASt L160 (Hist L160)
East Asian Civilizations I
Mr Peattie
An introduction to the traditional civilizations of China, Japan, and Korea, from the earliest times until the arrival of the industrial West in the nineteenth century.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

EASt L161 (Hist L161)
East Asian Civilizations II
Staff
An introduction to the political, social, and economic modernization of China, Japan, and Korea, from the arrival of the industrial West in the mid-nineteenth century to the present day.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

EASt L360 (Hist L360)
Traditional China
Staff
A survey of traditional China from ancient times to about 1800, with emphasis on cultural, intellectual, and social developments.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

EASt L361 (Hist L361)
History of Modern China
Staff
A survey of the political, social, and intellectual development of China from 1800 to the present, with emphasis on Sino-Western relations and twentieth century reform and revolution.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

EASt L362 (Hist L362)
Traditional Japan
Mr Peattie
A historical survey of the cultural, political, social, and economic developments in Japan from ancient times to about 1800, with special emphasis on the formation of the cultural and social traditions of Japan.
Prerequisite: EASt 160 is strongly recommended, but is not required.
3 Lect Hrs, 3 Credits

EASt L363 (Hist L363)
Modern Japan
Mr Peattie
A historical survey of the economic, social, political and cultural developments in Japan from 1800 to the present, with special consideration of economic and foreign policy problems.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

EASt L388 (Hist L388)
History of East Asian-American Relations
Mr Peattie
A seminar/lecture course covering a broad range of problems—cultural, political, economic, psychological, as well as diplomatic—in the history of East Asian-American relations from the late eighteenth century until the present day. Primary concentration will be on American relations with China and Japan, though some attention will be given to Korea, as well as to Sino-Japanese relations. There are no prerequisites, but sophomore standing, and EASt L161 (or a general familiarity with the modern history of East Asia) are strongly recommended.
3 Lect Hrs, 3 Credits

EASt 478, 479
Independent Study
Staff
For those with special interest in a project dealing with East Asia.
Prerequisite: Permission of program director.
Hrs by arrangement, 3 Credits

EASt 480
Topics in East Asian Studies
Staff
Variable content course: offered on an irregular basis.
3 Lect Hrs, 3 Credits

Chinese Language and Literature Courses

Chse 101
Elementary Chinese I
Ms Mao
Introduction to modern Mandarin. Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in Chinese.
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits

Chse 102
Elementary Chinese II
Ms Mao
A continuation of Chse 101.
Prerequisite: Chse 101 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits

Chse 201
Intermediate Chinese I
Ms Mao
Continuation of Chse 102. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in modern Chinese.
Prerequisite: Chse 102 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits

Chse 202
Intermediate Chinese II
Ms Mao
Continuation of Chse 201. Intensive review and further study of grammar and audio-lingual skills with correlated intermediate-level readings in modern Chinese.
Prerequisite: Chse 201 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits

Chse 251
Modern Chinese Literature in Translation
Ms Mao
Study of masterpieces, literary theories and authors in modern Chinese literature. The course covers the period beginning with the literary revolution (1917) and up to the present time. Among the writers studied are Lu Hsun, Lao She, Pa Chin, Mao Tun, Hao Ran and others. Readings are in English, and no knowledge of Chinese is required.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Department of Economics

Program in East Asian Studies

Chse 253
The Classic Chinese Novel in Translation
Ms Mao
Study of masterpieces in the classic Chinese novel of the Ming and Ching periods (thirteenth-nineteenth centuries). Some titles are: *The Romance of the Three Kingdoms, Golden Lotus, The Scholars, The Dream of the Red Chamber.* Readings are in English, and no knowledge of Chinese is required.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Chse 478, 479
Independent Study
Ms Mao
For those wishing to continue their study of Chinese beyond the 202 level. Individual attention.
Prerequisite: Chse 202 and permission of the instructor.
Hrs by arrangement, 3 Credits

Japanese Language and Literature Courses

Jse 101
Elementary Japanese I
Mr Kokubo
For students with no previous language training in Japanese. Introduction to pronunciation, grammar, conversation, and the elements of the writing system (Hiragana and Kanji).
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits

Jse 102
Elementary Japanese II
Mr Kokubo
Continuation of Jse 101. Grammar and conversation using the basic patterns.
Prerequisite: Jse 101.
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits

Jse 201
Intermediate Japanese I
Mr Kokubo
Continuation of Jse 102. Reading, writing and conversation using the basic patterns.
Prerequisite: Jse 102 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits

Jse 202
Intermediate Japanese II
Mr Kokubo
Continuation of Jse 201. Further study in reading, writing, and conversation.
Prerequisite: Jse 201.
Distribution Area: Foreign Languages.
3 Lect Hrs, 2 Lab Hrs, 3 Credits

Jse 250
Modern Japanese Literature
Mr Kokubo
Selected readings in modern Japanese fiction with emphasis on the major writers: Tanizaki, Kawabata, Mishima, and others. Readings are in English, and no knowledge of Japanese is required.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Jse 252
Traditional Japanese Literature
Mr Kokubo
Selected readings in classical literature including fiction, Waka poetry, and Haiku. Readings are in English, and no knowledge of Japanese is required.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Jse 478, 479
Independent Study
Mr Kokubo
For those wishing to continue their study of Japanese beyond the 202 level. Individual attention.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3 Credits

Faculty

Louis Esposito, Professor and Chairperson; Professors Winston Chiong, Irving Gershenberg, Arthur MacEwan, Joann Stewart, Raymond Torto, Harold Wolozin; Associate Professors James T Campen, Louis Ferleger, Henry Raimondo, Mary H Stevenson; Assistant Professors Randy Albelda, Ann Cassella, Jeremiah Cotton, Catherine Lynde, David Terkla

The Department

The goals of the Economics Department are to provide a broad range of undergraduate courses for economics majors in a liberal arts institution; to prepare students for rigorous graduate work in economics or related fields; to expose majors to the richness of economics through offering both "traditional" and "alternative" courses; and for students who are not economics majors, to improve their understanding of economic phenomena as a way of enhancing their ability to comprehend the problems of a complex modern society. The department participates in appropriate College and University programs, including interdisciplinary studies.

Requirements

The Major

All economics majors are required to take Econ 101, 102, 201, 202, and 205, and to attain a grade of at least C – in each of them. Majors are further required to take six elective courses. At least one of these electives must be a "field" course, and at least two must be "alternative approach" courses. A "field" course is one which offers a broad survey of a major field of applied economics. (Field courses are designated with double asterisks below.) An "alternative approach" course is one which gives a systematic and thorough treatment of an approach or approaches to economics other than the traditional neo-classical/Keynesian approach. (Alternative approach courses are designated with single asterisks below.)

Specializations within the Major

Declared economics majors with cumulative grade point averages of at least 2.5 overall and in economics may apply for admission to one of three specializations within the major: Government Finance and Public Policy, International Economics and Economic Development, and Labor Issues. Each specialization consists of four selected economics courses plus one related course from another discipline. Details are available in the *Handbook for Economics Majors* or from the department office.

Department of Economics

Minor

All minors in economics are required to take a total of six economics courses, including Econ 101 and 102. No more than two transfer courses may be counted toward the minor.

Honors Thesis

Senior economics majors who have the appropriate prerequisites can write an honors thesis. The awarding of honors will be determined by the thesis advisor and a second reader. See the Econ 489 and 490 course descriptions for details.

Math Requirement

Introduction to Microeconomics (101) and Introduction to Macroeconomics (102) have as a prerequisite Math 110 or its equivalent (e.g., placement out of Math 110 by examination). Almost all other economics courses have either 101 or 102 or both as a prerequisite; students must therefore have completed Math 110 or its equivalent prior to taking almost any economics course. Also, the other three courses required of all economics majors (Econ 201, 202, and 205) all have the following math prerequisite: Math 129 (or 130) or placement into Math 135 (or 140).

Transfer Credit Policy

By permission of the department, and subject to University regulations, major credit may be given for up to five courses taken at other institutions. See the Course Equivalency Guide for details.

Econ C100
Understanding American Capitalism: Alternative Views
Staff
A non-technical introduction to analysis of the US economic system. Conservative, liberal, and radical views of American capitalism are presented and compared. Possible causes of and solutions to selected contemporary economic problems are analyzed from each of the different perspectives.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ C213
Urban Economics**
Staff
An analysis of the economic reasons for the development of cities and of historical trends in the evolution of US cities. Theoretical explanations for the structure of cities, with particular attention to spatial density patterns. Special attention to urban problems and related policy options in selected areas including transportation, housing, land use, local government finance, and poverty and discrimination.
Prerequisite: Econ 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ 101
Introduction to Microeconomics
Staff
A broad introductory survey in which special attention will be given to the role of economic principles in analyzing and understanding current economic problems. Emphasis will be placed on the functioning of markets and on examining the behavior of individual economic units such as the business firm and the consumer (microeconomics). Other areas of emphasis will vary from section to section and may include industrial organization, income distribution, international trade, economics of the environment, and other topics.
Prerequisite: Math 110 or equivalent.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ 102
Introduction to Macroeconomics
Staff
A broad introductory survey in which special attention will be given to the role of economic principles in analyzing and understanding current economic problems. Emphasis will be placed on examining the overall functioning of the economy and on dealing with such matters as unemployment, inflation and recession. Other areas of emphasis will vary from section to section and may include economics of government spending and taxation, economic development, alternative economic systems, and other topics.
Prerequisite: Econ 101, and Math 110 or equivalent.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ 201
Microeconomic Theory
Staff
Analysis of consumer and firm behavior, and of the determination of prices and quantities in both product and factor markets. Equilibrium of the household, the firm, and the industry. Implications of alternative market structures. A theoretically oriented course that builds on the less rigorous foundation provided in introductory economics courses.
Prerequisites: Econ 101 and Math 129 (or 130), or placement into Math 135 (or 140).
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ 202
Macroeconomic Theory
Staff
An investigation of the forces determining national output, employment, and inflation. Particular attention is paid to those government policies which attempt to affect the overall level of economic activity in the US. A theoretically oriented course that builds on the less rigorous foundation provided in introductory economics courses.
Prerequisites: Econ 102, and Math 129 or 130 (or placement into Math 135 (or 140).
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ 203
Topics in Economic Theory
Staff
This course supplements the coverage of intermediate microeconomic theory in Economics 201. Topics include general equilibrium; economic efficiency and equity in production and distribution; externalities and market failure; optimal allocation of resources over time; game theory; and economic choices under uncertainty.
Prerequisite: Econ 201.
3 Lect Hrs, 3 Credits

Department of Economics

Econ 205
Statistical Methods
Staff
A non-calculus introduction to statistical inference aimed at familiarizing students with common statistical concepts so they will be able to make intelligent evaluations of technical reports. Topics include descriptive statistics; probability, including the normal distribution; hypothesis testing, including t-tests; analysis of variance; regression and correlation.
Prerequisites: Econ 101 and 102, and Math 129 or 130 (or placement into Math 135 or 140).
Distribution Area: Mathematics and Computer Sciences.
3 Lect Hrs, 3 Credits

Econ 208
History of Economic Thought*
Staff
A discussion of the rise and development of systematic economic thought. Both orthodox and heterodox economic ideas are studied in light of the social and historical context in which they developed. The course covers the origins of mercantilist thought, the physiocrats and classical political economy through Marx, the German historical school, the marginalist school, institutional economics, Keynesian and post-Keynesian thought.
Prerequisites: Econ 101 and 102.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ 210
Introduction to Marxist Analysis*
Staff
An introduction to Marxist economic analysis, giving students an initial exposure to the basic concepts and methods of analysis of Marxist economics. Several themes and concepts will run throughout the course; these include the processes of alienation and exploitation, the operation of contradictions and the role of dialectics, and the role of the state in capitalistic societies.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ 215
The Political Economy of New England
Staff
An examination of the historical origins, present nature, and outstanding problems of our regional economy, with particular emphasis on Massachusetts. Such topics as: historical trends in New England's economic structure; causes and consequences of business investment and location; workers and jobs; the political economy of taxes and government spending; state and regional economic policy making; and a critical examination of alternative strategies for economic development.
Prerequisite: Econ 101 and 102 or permission of instructor.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Econ Z270
Special Topics
Staff
This course provides an opportunity, at the 200-level, for the department to offer one-time-only courses on special topics of current interest to faculty members and students. It also is sometimes used as a way of offering proposed new courses on a trial basis before they are officially approved as part of the economics curriculum.
Prerequisite: Varies; will be posted each time course is offered.
3 Lect Hrs, 3 Credits

Econ 318
The Economics of State and Local Governments*
Staff
An analysis of the economic problems of state and local governments with special emphasis on the property tax and its administration as well as educational finance, intergovernmental relations, and state-local revenue sharing. Particular attention is paid to the case of Massachusetts and to those of local governments in the Boston metropolitan area.
Prerequisites: 101 and 102.
3 Lect Hrs, 3 Credits

Econ 325
American Economic History*
Staff
The economic history of the United States, beginning with the colonial period and the economic basis of the Revolutionary War. Subsequent topics include the industrial revolution in the US, the economic basis for slavery and the Civil War, the broad-scale conflict between capital and labor during and after WWI, the weakness of the US economy during the 1920s, and the Great Depression of the 1930s.
Prerequisite: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Econ 331
Money and Financial Institutions**
Staff
An economic analysis of financial institutions and markets in the US economy. Topics include the commercial banking system and other depository institutions; economic and institutional factors in the determination of the money supply; and financial markets. Emphasis is given to the formulation and implementation of monetary policy by the Federal Reserve and to debates over current policy issues.
Prerequisites: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Econ 335
International Economics**
Staff
The theory of international trade; theory and practice of commercial policy; international finance: the balance of payments, adjustment mechanisms, and alternative monetary systems.
Prerequisites: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Econ 336
Economic Development**
Staff
Topics include the economic meaning of underdevelopment; the role played by different kinds of resources; the evaluation of alternative "strategies" for economic growth and development; and the interaction between the problems of the underdeveloped countries of Africa, Asia, and Latin America and the policies of the US and other developed countries.
Prerequisites: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Econ 337
The African Economy*
Staff
Comparative analysis of the economic characteristics and problems of sub-Saharan African countries; the role played by different kinds of resources; the significance of colonialism and neo-colonialism; and the problems and possibilities for economic planning in Africa.
Prerequisite: Econ 102.
3 Lect Hrs, 3 Credits

Department of Economics

Econ 338
The Latin American Economy*
Staff
Description and analysis of the economic characteristics and problems of Latin American countries.
Prerequisite: Econ 102.
3 Lect Hrs, 3 Credits

Econ 343
The Political Economy of Black America*
Staff
A survey of the economic status of Black Americans. Examination of the social and economic legacy of slavery and reconstruction. Analysis of particular problem areas for contemporary Blacks, e.g., housing, labor market discrimination and education. Evaluation of community economic development, Black capitalism and other strategies for Black economic development.
Prerequisite: Econ 101.
3 Lect Hrs, 3 Credits

Econ 345
Energy
Staff
An examination of energy supplies, energy demands, the "energy crisis," and related legal and policy issues. Topics include regulatory and market alternatives, the employment impact of energy policies, the economics of exhaustible resources, non-mineral energy sources, external environmental factors, and international implications.
Prerequisite: Econ 101.
3 Lect Hrs, 3 Credits

Econ 349
Economic Approaches to Environmental Problems
Staff
An introduction to the economist's approach to solving environmental problems. The course examines applicable economic theories, then uses them to develop a framework for analyzing a wide range of environmental issues. Topics include benefit/cost analysis; measurement of environmental damages; resource depletion; and current government approaches to solving air, water, and solid waste pollution problems.
Prerequisite: Econ 101.
3 Lect Hrs, 3 Credits

Econ 350
The Political Economy of Aging and Retirement
Staff
This course explores the impact and implications of, and the responses to, an aging population and workforce. Topics include the economic problems of aging, the institution of retirement, income maintenance alternatives, specific responses to aging in the public and private sectors, volunteer work and retired workers, age discrimination, and the older person as an under-utilized resource.
Prerequisites: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Econ 351
Economic Philosophy*
Staff
An introduction to the basic behavioral assumptions of modern economics, and a comparison of these with the views of human nature and behavior presented in other disciplines and studies of humankind. Participants read and report on a wide range of materials from economics and from such related disciplines in the social sciences and humanities as sociology, psychology, philosophy, political science, and literature).
Prerequisite: Econ 101 and 102, or permission of instructor.
3 Lect Hrs, 3 Credits

Econ 372
Comparative Economic Systems**
Staff
An examination of alternative systems of economic organization. Analysis of the economies of such countries as the USSR, China, Cuba, and Yugoslavia and comparison of these economies with those of the US and other capitalist nations. Issues of concern include market and non-market mechanisms of allocation and distribution, workers' control, economic democracy, centralization and decentralization, and the relation of economic affairs to political and social affairs.
Prerequisites: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Econ 380
The Economics of Health Care
Staff
An analysis of the health care delivery system in the US Topics include the economic, social, and demographic factors determining the demand for health care, the supply of various kinds of health-sector personnel, the financing of health care services and its impact on hospitals, and alternative systems of health care delivery.
Prerequisite: Econ 101.
3 Lect Hrs, 3 Credits

Econ 381
Marxist Economic Analysis*
Staff
An examination of Marxist theory with special emphasis on Marx's own writings (mainly the 3 volumes of *Capital*). The controversies which have surrounded the development of Marxist theory since Marx will also be studied (e.g., the falling rate of profit, the transformation problem). Marxist theory is presented throughout as a means of understanding the problems of contemporary capitalism.
Prerequisites: Econ 101 or 102; and 210.
3 Lect Hrs, 3 Credits

Econ 382
Current Issues in Marxist Economics*
Staff
Examination of one or more current issues in Marxist theory, and the application of this theory to current economic problems. Topics in any given semester vary with the interests of the instructor offering the course.
Prerequisites: Econ 101 or 102; and 210.
3 Lect Hrs, 3 Credits

Econ 390
Labor Market Economics**
Staff
A broadly-based analysis of labor as an economic resource, covering the main problems and issues in labor markets. Primarily a non-institutional course, it gives the student a foundation for further investigation into particular aspects of labor economics.
Prerequisites: Econ 101 and 102.
3 Lect Hrs, 3 Credits

Econ 391
Economics of Labor and Collective Bargaining**
Staff
Historical overview of the development of the US labor movement and of labor institutions; examination of traditional economic theories of wage determination and of the impact of collective bargaining; radical critique of traditional theories; development of alternative explanations for low-wage labor markets.
Prerequisite: Econ 101; 102 recommended.
3 Lect Hrs, 3 Credits

Department of Economics

Econ 392
Women's Economic Roles*
Staff
An analysis of the economic roles of women and how these roles have changed over time. The course covers four major topics: a historical and cross-cultural examination of the ways in which economic events and institutions affect the economic position of women; women as producers in advanced industrial society; women as consumers in advanced industrial society; and the relationship between sexism and advanced industrial capitalism.
Prerequisite: Econ 101.
3 Lect Hrs, 3 Credits

Econ 394
Sex Segregated Labor Markets*
Staff
A study of women's inferior economic status. Review of theoretical and empirical work on topics including women's labor force participation, job segregation, wage differences and discrimination, and considerations of proposals for changes in public policy.
Prerequisite: Econ 101; 102 recommended.
3 Lect Hrs, 3 Credits

Econ 395
The Economics of Social Welfare*
Staff
A study of major economic security programs in the United States, such as Social Security and Aid to Families with Dependent Children. The course begins with an examination of historical events leading to the programs of the American welfare system, analyzes the benefit and cost structure of the current system, and assesses the effects of recent attempts to reform that system.
Prerequisite: Econ 101 or 102.
3 Lect Hrs, 3 Credits

Econ 417
Public Finance**
Staff
An examination of the role of the public sector in the US economy, focusing on public expenditures and tax theory. Topics usually include welfare economics and justifications for government intervention in the market economy, an explanation of the federal budget, theories of growth in government, benefit/cost analysis, income redistribution theory, tax incidence, and the effect of different forms of taxation on consumption, labor supply, savings, and investment.
Prerequisites: Econ 102 and 201; Math 129.
3 Lect Hrs, 3 Credits

Econ 431
Monetary Theory and Policy**
Staff
A study of the supply of and demand for money in macroeconomic models, and of current issues in monetary policy.
Prerequisite: Econ 202 and 331, and Math 129.
3 Lect Hrs, 3 Credits

Econ 432
Industrial Organization**
Staff
Presentation of a framework for the analysis and evaluation of the performance of American industry; examination of a group of American industries to illustrate the usefulness of this framework in explaining price and output policy; and analysis of antitrust activities as a public policy designed to promote better market performance.
Prerequisite: Econ 201 and Math 129.
3 Lect Hrs, 3 Credits

Econ 433
Government Regulation of Private Business
Staff
Analysis of government policies toward business and their impact on society. The course covers three major areas: anti-trust policy, economic regulation, and social regulation. Topics include the causes and effects of market failure; the causes and consequences of mergers; the regulation of public utilities; health and safety regulation; patent policy; and the analysis of such business practices as resale price maintenance, franchising, bundling, and tying arrangements.
Prerequisite: Econ 201 and Math 129.
3 Lect Hrs, 3 Credits

Econ 435
The Multinational Corporation*
Staff
Examination of the impacts of multinational corporations on the economic and social structures of the less developed countries. Topics include theories of direct foreign investment, the nature of host country-foreign firm conflicts, issues in labor relations, the impact of economic integration, and the policy alternatives of the less developed countries. Research project and report required.
Prerequisite: Econ 335, 336, 337, or 338.
3 Lect Hrs, 3 Credits

Econ 451
Mathematical Economics
Staff
Application of calculus and linear algebra to microeconomic and macroeconomic theory. Development of mathematical economic models of consumer and firm behavior, and of income determination.
Prerequisites: Math 140, Econ 102 and 201.
3 Lect Hrs, 3 Credits

Econ 452
Econometrics
Staff
The traditional simple and multiple linear regression models. Application of these models to estimating both microeconomic and macroeconomic relationships. In addition to normal class meetings, there are two hours per week working with econometrics software in one of the University's microcomputer labs.
Prerequisites: Econ 201 and 205.
3 Lect Hrs, 2 Lab Hrs, 4 Credits

Econ 453
Advanced Macroeconomics
Staff
An investigation of the stability and volatility of the US economy, using both theoretical and applied analyses. The course examines several macroeconomic issues: the effect of consumption and investment behavior on stability; the sources of instability in "managed-market" economies like the US; the interaction between macroeconomic policy and the international economy; the scope for systematic policy when people anticipate government behavior; and the alternatives to traditional stabilization policy.
Prerequisite: Econ 202 and Math 129.
3 Lect Hrs, 3 Credits

Econ 470
Special Topics
Staff
This course provides an opportunity for the department to offer one-time-only courses on special topics of current interest to faculty members and students. It is also sometimes used as a way of offering proposed new courses on a trial basis before they are officially approved as part of the economics curriculum.
Prerequisite: Varies; will be posted each time course is offered.
3 Lect Hrs, 1-3 Credits

Econ 476
Internship in Economics
Staff
Carefully supervised field work for one or two days each week in Boston-area institutions that conduct research on economic issues. Open to a limited number of students each year. More information is available from the Economics Department.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Department of Economics

Econ 478
Independent Study
Staff
Research and reading in any area in economics: the purpose of this course is to allow the student to do advanced work in an area of economics to which he or she has already been exposed or to investigate an entirely new area. Given in the fall term.
Prerequisites: Junior standing and permission of instructor.
Hrs by arrangement, 3 Credits

Econ 479
Independent Study
Staff
See Econ 478. Given in the spring term.
Prerequisites: Junior standing and permission of instructor.
Hrs by arrangement, 3 Credits

Econ 480
Seminar
Staff
A senior seminar conducted by various members of the faculty with concentration on their fields of scholarly interest.
Prerequisites: Junior standing and permission of instructor.
3 Lect Hrs, 3 Credits

Econ 489
Senior Research Project
Staff
Closely supervised individual research on a topic chosen by a student in consultation with a faculty supervisor. The purpose of Econ 489 is to enable highly qualified students to undertake the preliminary exploration—reading, thinking, data-gathering—that is necessary for the successful undertaking of writing a senior honors thesis during the following term. Completion of a thesis prospectus, and acceptance of this prospectus by the student's proposed thesis supervisor, is a prerequisite for admission to Economics 490.
Prerequisites: Limited to economics majors who have earned at least 80 Credits and an overall cumulative grade point average of 3.25 and who have completed at least 7 economics courses with an economics GPA of 3.5; permission of both a faculty supervisor and the department chairperson.
Hrs by arrangement, 3 Credits

Econ 490
Senior Honors Thesis
Staff
Closely supervised individual research resulting in the completion of a senior honors thesis. Topics will be mutually agreed upon by students and their faculty supervisors, on the basis of the thesis prospectus (See Economics 489). At the beginning of the term the department chairperson will, in consultation with the thesis supervisor, appoint a second reader for the thesis, who will be available for consultation during the term. Upon completion of the thesis, and its acceptance by the supervisor and the second reader, the student will present an oral summary of his or her research at a seminar open to all economics students and faculty.
Prerequisites: Successful completion of the thesis prospectus in Economics 489; permission of both a faculty supervisor and the department chairperson.
Hrs by arrangement, 3 Credits

Engineering Program

Faculty

Shreedhar G Lele, Professor and Director; Professor Seymour Kass; Associate Professor William G Witthoft; Assistant Professor Sharad V Kanetkar

The Program

The Engineering Program is a cooperative program with the University of Massachusetts at Amherst that involves two years' work at each campus, leading to majors in chemical*, civil, electrical, mechanical, and industrial engineering.

This program makes it possible for students to live and work in the Boston area while completing, at UMass/Boston, at least half the course work required for a bachelor's degree in engineering. Students who are admitted to the program and successfully complete it are guaranteed admission to the School of Engineering at UMass/Amherst. For students who wish to remain in the Boston area, a similar transfer agreement with the College of Engineering at Northeastern University is in effect. For students majoring in electrical engineering, additional transfer agreements with local private institutions have been established: such majors who complete the program satisfactorily may transfer to Boston University, Tufts University, and Wentworth Institute, as well as Northeastern University. During the junior and senior years of the program, electrical engineering majors who are Massachusetts residents are presently eligible for additional financial aid in the form of stipends covering partial tuition costs at the cooperating institutions. This stipend program, sponsored by the Board of Regents of Higher Education, was under review by the Regents at the time this publication went to press, and is subject to change without notice.

Other students, after completing the first two years of the program, may wish to remain at UMass/Boston to obtain a degree in Engineering Physics or in physics, chemistry, mathematics, or computer science.

Engineering Program

Engineering Majors

A student enrolled in engineering can later major in one of five areas:

Chemical Engineering*

Chemical engineers work in the creation, development, design and operation of processes for bringing about chemical and certain physical changes in materials. They engage in a wide range of activities including research and development, economic and market analysis, design, construction, operation, production supervision, sales, technical service, and management.

Civil Engineering

Civil engineers are concerned with construction, transportation systems, water resources, pollution, hydraulics, soil mechanics, foundation engineering, surveying and mapping, structural engineering, urban planning, and ocean engineering.

Electrical Engineering

Electrical engineers apply electrical and mathematical principles to the solution of engineering problems, and to the design of the electrical and electronic equipment of the future. Modern communications systems, high speed computers and biomedical instrumentation are just a few of the creations of electrical engineers. Students in this area have the option to study computer systems engineering.

Industrial Engineering

Industrial engineers are concerned with the design, installation, analysis and improvement of integrated systems of new materials and equipment. These systems are found in nearly all organizations and at all levels within the organization. Major areas of interest include health delivery systems, manufacturing and production systems, and large scale facilities planning.

Mechanical Engineering

Mechanical engineers use the principles of dynamics, solid mechanics, fluid and gas dynamics, heat transfer, thermodynamics, and material science together with mathematical and computer methods for application to research, development, design, and management in industry, government, and engineering education.

*At the time this publication went to press, the College of Arts and Sciences was not offering course work to prepare students for a major in chemical engineering.

Engineering Curriculum and Degree Requirements

While at the Boston campus, students enrolled in the Engineering Program will follow a pattern of course work that closely parallels the curriculum followed by students in one of the five engineering majors who begin their studies at the School of Engineering at UMass/Amherst or at Northeastern University.

Engineering Courses Total: 3-6

- A required Introduction to Engineering (Engin 103) which provides a general overview of the field and is taken in the first semester of the freshman year.
- Two semesters in the student's chosen major, taken during the sophomore year.

Math Courses Total: 5-6

- A two-semester freshman year calculus course (Math 140-141).
- Two sophomore year courses, including a third calculus course and an additional course that varies depending on major.
- A required second semester freshman year course in Pascal or in FORTRAN Programming.
- An additional math elective course, usually taken in the junior year, but optional for sophomores if schedules permit.

Physics Courses Total: 2-3

- A two-semester calculus-based course in Physics (Phys 113 and 114) with laboratories (Phys 181 and 182).
- For majors in computer engineering and electrical engineering, an additional semester of physics.

Chemistry Courses Total: 2-4

- A two-semester course in chemistry (Chem 103 and 104).
- For majors in chemical engineering, two additional semesters of chemistry.

In addition to the specific requirements listed above in engineering, math, chemistry and physics, students will take additional course work in English, the humanities, social sciences and physical sciences in order to meet graduation requirements of the institution to which they will transfer. Transferring students need *not* meet CAS graduation requirements, such as completion of the Core curriculum and the passing of the Writing Proficiency Examination.

Engin 103
Introduction to Engineering
Staff
This course, required for all freshmen engineering students, introduces various fields of engineering through the use of selected engineering design problems. It also asks students to examine the kind of ethical problems engineers encounter in the course of their work.
Prerequisite: Math 130.
3 Lect Hrs, 3 Credits

Engin 200
Systems Analysis i (Electrical Engineering)
Staff
Physical characteristics and mathematical models of system elements; techniques for writing and solving system dynamic equations, with application to electronic circuits and other types of systems.
Prerequisite: Sophomore standing, engineering major.
3 Lect Hrs, 3 Credits

Engin 201
Digital Systems Theory (Electrical Engineering)
Staff
An introduction to the theory of digital circuits stressing general techniques for the analysis and synthesis of combinational and sequential logic systems.
Prerequisite: Sophomore standing, engineering major.
3 Lect Hrs, 3 Credits

Engin 202
Statics (Mechanical Engineering)
Staff
A vector treatment of the equilibrium of particles and rigid bodies. Topics include: vector algebra, forces, moments, couples, equations of equilibrium, free-body diagrams, graphical techniques, constraints, structures and mechanisms, friction, centroids and moments of inertia, the method of virtual work.
Prerequisites: Sophomore standing, engineering major.
3 Lect Hrs, 3 Credits

Engin 203
Engineering Graphics and Design (Mechanical Engineering)
Staff
Introduction to basic principles of mechanical engineering design and basic graphics including design process, engineering analysis, and instrumentation.
Prerequisites: Sophomore standing, engineering major.
3 Lect Hrs, 3 Credits

Engin 211
Systems Analysis ii
Staff
Concepts relating to transfer functions; digital and analog solutions of system equations, time and frequency domain analysis techniques with use of the Laplace transformation.
Prerequisite: Engin 200.
3 Lect Hrs, 3 Credits

Engineering Physics

Engineering Program

Engin 212
Active Networks I
Staff
Active network theory, biasing, device modes and linear equivalent circuits; multispace feedback, tuned and power amplifiers; power supplies, regulators and active switches.
Prerequisite: Engin 200.
3 Lect Hrs, 3 Credits

Engin 221
Strength of Materials I
Staff
Notions of stress, strain and Mohr's circle; tension; shear and torsion; plane stress and plane strain; moments of inertia. Shear force and bending moment diagrams. Depletion of beams; indeterminate beams; Castigliano's principle; plastic bending of beams. Mechanical properties of materials.
Prerequisite: Engin 202.
3 Lect Hrs, 3 Credits

Engin 222
Dynamics
Staff
A vector treatment of dynamics. Kinematics of a particle in two and three dimensions. Dynamics of a particle; momentum, moment of momentum, and work-energy. Rigid bodies in plane motion; kinematics and dynamics. Relative motion.
Prerequisite: Engin 202.
3 Lect Hrs, 3 Credits

Engin 225
Thermodynamics
Staff
The laws of thermodynamics introduced and applied to various energy-transforming devices. Property relations. The science of thermodynamics; a background for further study in thermodynamic principles.
Prerequisites: Math 141 and Physics 113.
3 Lect Hrs, 3 Credits

Engin 230
Chemical Engineering Fundamentals
Staff
Chemical engineering principles and their application to chemical processes, involving concepts of pressure, temperature, volume, heat capacity, thermochemistry, and mass and/or energy balances.
Prerequisite: Chem C103.
3 Lect Hrs, 3 Credits

Engin 231
Chemical Engineering Thermodynamics
Staff
The fundamental principles of thermodynamics. First and second laws; properties of single-component systems, thermodynamic cycles, and phase and chemical equilibria.
Prerequisites: Engin 230 and Math 240.
3 Lect Hrs, 3 Credits

Engin 271
Circuit Analysis Laboratory
Staff
An introductory electrical measurements and linear circuit analysis laboratory to accompany the first semester sophomore-level electrical engineering courses. Topics include voltage and current division, Thevenin's Theorem, operational amplifiers, first order circuits, second order circuits, and phase measurements.
Prerequisite or corequisite: Engin 200 or permission of the instructor.
3 Lab Hrs (every other week), 1 Credit

Engin 272
Active Circuits Laboratory
Staff
An electrical measurements laboratory to accompany the second semester sophomore-level electrical engineering courses: Systems Analysis II and Active Networks I. Topics include power and phase measurements, frequency response, transformers, Fourier series, transistor configurations, digital circuits.
Prerequisite: Engin 271; prerequisites or corequisites: Engin 211 and Engin 212, or permission of the instructor.
3 Lab Hrs (every other week), 1 Credit

Engin 282
Active Networks Laboratory I
Staff
An electronics laboratory to accompany the second semester sophomore level electrical engineering course, Active Networks I (Engin 212). Topics: Diode and transistor circuits, operational amplifiers and linear IC, power supplies, resistors, and active switches.
Prerequisite: Engin 271.
Corequisites or Prerequisites: Engin 211, 212, 272, or permission of instructor.
3 Lab Hrs in alternate weeks, 1 Credit

Faculty

See Department of Physics

The Curriculum

Engineering Physics is a branch of applied science which emphasizes both engineering and physics. It is a challenging general alternative to the traditionally more specialized undergraduate engineering curricula, offering flexible options for professional growth. The engineering physics curriculum is designed to provide a firm foundation of basic scientific principles, as well as the theoretical knowledge and skills required for specific engineering applications. The curriculum is equally suitable for students intending to pursue careers in industrial research and development, or for those preparing for graduate studies in a variety of scientific and technical areas.

The basic engineering physics curriculum consists of the first two years of a standard engineering program, followed by upper division courses equivalent to those required for a bachelor of science degree in physics. Students select a concentration of technical electives in one of a number of currently marketable areas: applied physics, properties of materials, computer science, or digital electronics. (Concentrations in other areas may be tailored to fit individual interests.) Students receive realistic, practical, problem oriented training in an advanced projects laboratory and seminar, designed with the cooperation of representatives from some of Massachusetts' outstanding high-tech industrial firms.

Requirements and Recommendations

The requirements for this degree are outlined below. Note that this listing is inclusive; no additional courses are required.

I. Introductory courses: Physics 113, 114, 181, 182, and 211; Engineering 103 (intended for first semester freshman students), 200, 211, 271, and 272; Mathematics 140, 141, 240, and CS 110p or 110f; English 101, 102, and the writing proficiency examination.

II. Intermediate and advanced courses: Physics 214, 281, 312, 321, 322 (or approved substitute), 371, 374, 382, (or approved substitute), 421, 481, and 482; Mathematics 260, 310, and an approved 300-level elective.

Department of English

Engineering Physics

III. An elective sequence of six 3-credit engineering and applied science courses in an approved area of concentration. There are four currently available areas.

A. Applied Physics: Engineering 202, 203, 221, Physics 350, and two of the following courses: Physics 600, 601, 602, 608, 615.

B. Properties of Materials: Engineering 202, 221, 230, and one of the following tracks:

1. Physical Chemistry: Chem 341, 342, 343, 344
2. Inorganic Chemistry: Chem 361, 369, 370, 379
3. Organic Chemistry: Chem 253, 254, 351

C. Computer Science: Engineering 202, 221, CS 210, 240, 260, and 310, or an applications course satisfying the Computer Science Intermediate Certificate, or a computer course at the level of CS 310 or above.

D. Digital Electronics: Engineering 202, 221, CS 210, 240, Physics 600 and either 601 or 608.

IV. Six CAS core courses in the areas of the Arts, Philosophical and Humanistic Studies, Historical and Cultural Studies, and Social and Behavioral Sciences. Five must be "C" courses, at least 2 of which are at the 200 level; one must be an "E" course.

Students interested in engineering physics should obtain individual advice and guidance from the physics department at their earliest opportunity.

Transfer Credit Policy

See Department of Physics

EnPhys 481-482
Engineering Physics Advanced Projects Lab and Seminar
Staff
Individual projects laboratory under the guidance of faculty in experimental and applied physics. An opportunity for the student to coordinate knowledge from mathematics, basic sciences and engineering sciences in the development of a specific project. Selected projects will emphasize design, analysis, development and evaluation; they will be chosen to simulate, as closely as possible, situations that might occur in industrial research and development.
Prerequisite: Senior standing as an engineering physics major.
4 Credits

Faculty

Susan Horton, Professor and Chairperson; Professors Joel Blair, John Brereton, James H Broderick (Emeritus), Martha Collins, Robert Crossley, Linda Dittmar, Mary Ann Ferguson (Emeritus), Kenneth Frederick, Mary Gainor (Emeritus), Edwin Gittleman, Robert A Greene, James Grove, Francis R Hart (Emeritus), Seymour Katz, Charles Knight, Margaret Mansfield, Emerson Marks (Emeritus), Shaun O'Connell, Vincent Petronella, Alvin Ryan (Emeritus), Ron Schreiber, Lloyd Schwartz, Mary Shaner, Irwin Stock (Emeritus), Taylor Stoehr, John Tobin, Mary Helen Washington; Associate Professors Pamela Annas, Donald Babcock, Neal Bruss, Albert Divver, Alan Helms, Eleanor Kutz, Richard Lyons, Donaldo Macedo, Monica McAlpine, Duncan Nelson, Lois Rudnick, Pancho Savery, George Slover, George Smith, Louise Smith, Joseph L Tribble, Cornelia Veenendaal, Frederick Willey, Vivian Zamel; Assistant Professors Elizabeth Fay, Judith Goleman, Charles Meyer, Thomas O'Grady, Ted Richer, Carole Robinson, Nancy Smith-Hefner; Adjunct Associate Professor John Conlon.

The Department

The English Department offers a wide variety of courses and programs in literature, language, and writing for major and non-major alike. Hundreds of UMass/Boston students choose the English major as one of the best (and most recognized) forms of pre-professional training, since it cultivates powers sought after in many careers: perceptiveness, language skills, ability to analyze human motive and situation, careful judgment, the ability to recognize underlying principles and to foresee human consequences. Many study literature as the richest repository of human values and vision, and for others it provides unique opportunities for self-discovery as well as immediate access to remote worlds of experience. Courses in literature are organized according to the major critical orientations: historical, generic, thematic, and authorial, and each semester's offering of advanced courses gives balanced representation to these. Courses in practical and creative writing are available at three levels. Clusters of courses in language and linguistics and in the teaching of English are also available. Members of the department teach in several interdisciplinary programs, and all English faculty teach courses at all levels. The Department offers the Master of Arts degree for study of literature, writing, bilingual education, and teaching English as a Second Language.

Requirements

Prerequisites

Freshman English is prerequisite for all English courses above the 100-level. For non-majors, one 200-level English course is prerequisite for all 300- and 400-level English courses. These requirements may be modified or waived for certain courses; see the following course descriptions for such changes. The student who is strongly motivated to take a course for which he or she has not satisfied the prerequisites should contact the instructor for advice and permission.

Major Requirements

I. At the sophomore level, all English majors must take the following three courses as prerequisites to advanced study:

1. Engl 200 (Practical Criticism)
2. Engl 201 (Five British Writers)
3. Engl 206 (Six American Authors)

Majors must complete at least one of these three required sophomore-level courses *before* beginning advanced-level work.

II. Students majoring in English must pass a minimum of ten courses beyond the freshman level. At least six of the ten must be advanced (300- and 400-level) courses, and must be distributed according to the following guidelines:

1. Majors must take at least one advanced course in which a large proportion of the literature studied is from before 1850.
2. Majors must take one course in distribution category "C" (below), and one in "D."

Distribution categories:

A. Writing
B. Language and Critical Theory
C. Literary Genres, Forms, and Modes
D. History and Society
E. Authors

The distribution category for each advanced course is indicated by letter code after the course title. In addition, an asterisk follows the code to indicate courses that meet the pre-1850 requirement.

English majors interested in other disciplines such as psychology, linguistics, history, or the foreign languages will be assigned advisors with similar interests to help them plan a coherent, individualized program of study.

Courses Which Count Toward the Major:

1. Humanities (except Human 115, 116), American Studies, Women's Studies, and linguistics courses, *if taught by English faculty.*
2. ThrArt 250, 251, 351.
3. One semester of Independent Study, which must be approved by the director of the major.

Department of English

Courses Which Do Not Count Toward the Major:

1. 100-level courses, such as Engl C120, C130, Human 115, 116 (if taken after fall, 1981).
2. Literature in translation courses offered by foreign language departments.
3. Courses in speech and journalism.
4. Interd 200; WoSt 250; Irish Studies 201, even though taught by English faculty.

Minor Requirements

All minors are required to take Engl 200, Practical Criticism, which serves to introduce other courses in the department and which is usually offered in multiple sections.

In addition, students must take five other English courses, at least three of which must be at the 300 or 400 level. Each minor chooses one of three tracks: 1. Genre; 2. Historical and Cultural Approaches to Literature; 3. Writing. With the help of an advisor, students may then select courses which meet the separate track requirements. For lists of such courses, see the English Handbook which is issued for each semester.

Honors

The department offers a two-semester Honors Program for a small number of seniors whose work in English has been outstanding. Only three of the six Honors Program credits can be counted towards the major. Minimal requirements for admission to the program are a 3.0 cumulative average (3.5 in English courses) and recommendations to the English Honors Committee from faculty members acquainted with the applicant's work. Interested students should contact the director of the major. (Note the descriptions of Engl 498-499 below.)

Creative Writing Program

Students who are *not* English majors and who wish to earn certificates in Creative Writing should refer to the "Creative Writing Program" section of this catalog.

The English major who pursues a program of study in creative writing must—while satisfying all English major requirements—complete at least four semester courses in creative writing, only one of which may be an introductory course. Courses approved to date for the program include:

Engl C210 (Introduction to Creative Writing)
Engl 211 (Introduction to Creative Writing: Poetry)
Engl 212 (Introduction to Creative Writing: Fiction)
Engl 300 (Creative Writing: Tutorial)
Engl 301 (Creative Writing: Poetry)
Engl 302 (Creative Writing: Fiction)
Engl 461 (Creative Writing Workshop)
ThrArt 250 (Introduction to Playwriting)
ThrArt 251 (Playwriting I)
ThrArt 351 (Playwriting II)
ThrArt 275 (Screen and TV Writing)

Students are advised to take Engl C210 as sophomores or, if exempted from Engl 102, as freshmen. Other courses may be taken in any sequence, and Engl 300, 301, 302, and 461, and ThrArt 251 may be repeated for credit.

Students wishing to take more than one creative writing course per semester must receive permission from the instructors. Certification in creative writing requires final approval by the Director(s) of Creative Writing, in consultation with members of the Creative Writing Group, based on a portfolio of work completed in creative writing courses.

Honors in English and Creative Writing

The Creative Writing Program, in conjunction with the English Department, offers a two-semester program for a small number of seniors whose work in English and Creative Writing has been outstanding. Minimum requirements are a 3.0 cumulative average; a 3.5 in English and Creative Writing courses; the completion of at least two courses in Creative Writing; and approval by the English Department Honors Committee, in consultation with the Creative Writing faculty. Interested students should contact the Director of the Creative Writing Program. (Note the descriptions of Engl 496-497 below.)

Special Programs

As noted in other sections of this publication, the English Department participates in programs involving teacher certification, American Studies, Communication, Irish Studies, Law and Justice, Linguistics, Women's Studies. The department also participates in graduate studies through its MA in English Program.

Transfer Credit Policy

Transfer students may count toward the major requirements no more than five English courses taken elsewhere. Sophomore-level courses taken elsewhere do not substitute for advanced-level major courses. Major prerequisites may be waived or modified for transfer students who have completed equivalent or comparable courses elsewhere. Transfer students should contact the director of the undergraduate major for evaluation of previous work.

Engl C120
Humanistic Perspectives
Mr Bruss, Mr Nelson, Mr Savery
How persons grounded in the liberal arts understand the ordinary world—politics, leisure, technology, the future, and everyday life. In the process, the underlying values, beliefs and mental skills which make this understanding possible will reveal themselves.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Engl C130
Introduction to the Art of Literature
Ms Dittmar, Mr Nelson, Mr O'Grady
Fiction, poetry, drama, essays—what they are and what they mean. An introduction to ways of seeing and understanding literature—its genres, its forms, its styles, its methods and meanings. We will explore the common ground between literature and the other arts, while keeping in view the crucial differences.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Engl C202
The Nature of Literature: Poetry
Mr Schwartz, Mr Schreiber, Ms Veenendaal, Mr Willey
This course offers an introduction to reading poetry and to the general area of the arts. Through various critical approaches and a philosophical inquiry into the nature of poetry the course traces the affinities of poetry with other forms of literature and with other arts. The class will read poems of various kinds, including dramatic lyrics, sonnets, ballads and satires, drawn from the classical range of English and American poetry, but without attempting to study the history of poetic forms and styles.
Prerequisite: Completion of freshman writing requirement.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Engl C203
The Nature of Literature: Drama
Mr O'Grady, Mr Petronella, Mr Savery, Mr Slover
An introduction to drama and to the general area of the arts. Plays will be selected for study which exhibit the variety of ways in which dramatic actions explore aspects of common human experience and in which dramatic form shapes meaning. Attention will be paid to the manner in which performance combines literary form with elements of spectacle shared by other arts.
Prerequisite: Completion of freshman writing requirement.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Department of English

Engl C204
The Nature of Literature: Fiction
Mr Broderick, Mr Frederick, Mr Knight, Mr Lyons
An introduction to various critical approaches to the understanding and appreciation of fiction. Close reading of short stories and novels with special attention to the language and forms of fiction, as well as the writing of critical and interpretive papers. Comparison of fiction both to the visual arts (e.g., point of view, setting, imagery) and to music (e.g., prose rhythm, duration, thematic repetition, and variation). Attention to developing a sense of the milieu in which an artist works.
Prerequisite: Completion of freshman writing requirement.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Engl C210
Introduction to Creative Writing
Ms Collins, Mr Schwartz, Ms Veenendaal
An introduction to the arts through the medium of writing as well as reading poetry, fiction, and drama. Student writing will be submitted weekly and discussed in class.
Prerequisite: Completion of freshman writing requirement.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Engl C225
Introduction to Shakespeare
Mr Crossley, Mr Greene, Mr Slover, Mr Smith, Mr Tobin
An introduction to Shakespeare's dramatic art, with special emphasis on interpretive performances on stage and film. Students are expected to supplement the careful reading of a small number of Shakespeare's plays with the viewing of videotaped performances. Attendance at a live performance may be required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Engl 010
English Fundamentals
Ms Smith, Staff
Intensive work for selected students in small classes on fundamentals of grammar, composition, punctuation, and related areas. Continuous practice in writing and revising; regular individual consultation. Intended for students advised to take this course after placement examination. This course is not part of the college writing requirement.
3 Lect Hrs, 3 Credits

Engl 101
Freshman English I
Ms Smith and Staff
Small class instruction and practice in grammar, rhetoric, and the articulation of logical thought. Practice in writing for college courses on various kinds of topics, many from experience and observation, chosen to develop the student's confidence and ability. Readings and materials vary from section to section, but all sections require a minimum of eight 600-word papers.
Note: This course satisfies the first half of the College writing requirement.
3 Lect Hrs, 3 Credits

Engl 102
Freshman English II
Ms Smith and Staff
Continuation of Engl 101, with emphasis on topics and writing assignments of the kinds encountered in many types of college courses. Readings and materials vary from section to section, but all sections require a minimum of seven papers, including a longer research paper.
Note: This course satisfies the second half of the College writing requirement.
3 Lect Hrs, 3 Credits

Engl 106
Oral Communication
Ms Rudnick
The course focuses on improvement of interpersonal, small group, and public communications skills. Through readings, journals, class discussions and activities, we will explore the following: self-concept and perception, listening and responding, language and non-verbal behaviors, interviewing, problem-solving and decision-making, formal elements of speech-making, the evaluation of one's own and others' public messages.
3 Lect Hrs, 3 Credits

Engl 200
Practical Criticism
Mr Blair, Mr Brereton, Mr Hart, Mr Horton, Mr Lyons, Mr O'Grady, Mr Schreiber, Ms Shaner
Concentrated study of a few literary texts and of fundamental critical approaches to them. Although some attention will be given to theoretical matters, the emphasis primarily is on the reading of fiction, poetry, and drama (works selected from various historical periods), and on providing the student with the specific techniques and vocabulary necessary for talking and writing effectively about literature.
Distribution Area: The Arts.
3 Lect Hrs, 4 Credits

Engl 201
Five Major British Writers
Mr Knight, Ms Kutz, Ms McAlpine, Ms Shaner, Mr Smith, Mr Tobin
Representative works by five of the most important writers from the fourteenth to the nineteenth century, studied as introductions to philosophical and humanistic studies, explored as reflecting and shaping the leading ideas, assumptions, and values of their ages. Works by Chaucer, Shakespeare, and other authors such as Milton, Swift, and Austen, with films and background lectures on the philosophical and historical contexts of the works and their authors. Instruction in analytical reading and writing will be provided.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Engl 205
Origins of the Modern Period
Mr Frederick
Readings in literary achievements of the nineteenth century that concern major shifts in ideas and images of human personality, of the relation between the individual and society, between the public and the private selves, and between human nature and its new technology. Authors such as Stendhal, Dostoevsky, Hawthorne, George Eliot, Butler, Mill and Thoreau, and poets such as Blake and Tennyson, will be considered. The course will emphasize close critical reading, thoughtful discussion, and careful writing of short papers.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Engl 206
Six American Authors
Ms Collins, Mr Gittleman, Mr Grove, Mr O'Connell
The achievements of American literature in articulating the American mind will be illustrated by works from some well-known American writers—Thoreau, Dickinson, Faulkner, for example—as well as from those who deserve to be better known, such as Frederick Douglass, Kate Chopin, Zora Neale Hurston.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Department of English

Engl 207
Masterpieces of Twentieth Century Literature
Ms Dittmar, Mr Helms, Mr Tobin
A course, suitable for non-majors as well as majors, sophomores and above, in a variety of major modern literary works, by authors such as Hemingway and Faulkner, Yeats and Joyce, Camus and Beckett, Plath and WC Williams. An introduction to modern experience through its most characteristic literary achievements.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Engl 211
Introduction to Creative Writing: Poetry
Ms Collins, Mr Schwartz, Ms Veenendaal
An introduction to the writing of poetry. The course will focus on class discussion of students' work, but will also require students to read poetry as a basis for learning to write it. Individual conferences with the instructor will also be required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Engl 212
Introduction to Creative Writing: Fiction
Mr Frederick, Mr Grove
An introduction to the writing of fiction. The course will focus on class discussion of students' work, but will also require students to read fiction as a basis for learning to write it. Individual conferences with the instructor will also be required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Engl 215
Intermediate Composition
Mr Brereton, Mr Bruss, Ms Horton, Ms Robinson, Ms Smith
A composition course offering continued practice in expository and argumentative writing. The emphasis will be on the development of rhetorical concepts—definition, exemplification, comparison, etc.—for both analytic and compositional purposes, for both critical reading and the organization and development of papers. Readings will be short, complex passages representative of the kinds of discourse met in college classes and texts.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Engl 215E
Intermediate Composition
ESL Staff
A composition course offering further practice in expository and argumentative writing. Emphasis will be on critical reading and the organization and development of papers. Readings will be complex passages that are representative of the kinds of discourse assigned in college classes and texts. Special attention will be paid to the linguistic needs of ESL students.
3 Lect Hrs, 3 Credits

Engl 216
Writing as Women
Ms Annas
A sophomore-level writing course designed to work with writing in the context of women's particular relationship to language, Writing as Women is both theoretical and practical. Students will read and discuss feminist analysis of language, will read and study a number of women writers who are models of strong individual female voices, will work at their own style and particular voice, and will practice the skills of research, organization, and editing at a level usual to an intermediate writing course.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Engl 220
Introduction to British Literature I
Staff
An introductory survey of English literature in various forms, styles, and periods, from the Middle Ages to the eighteenth century. Emphasis on major authors such as Chaucer, Shakespeare, Milton, Swift, and Pope. Background lectures on the artistic and cultural context of each period and on the principal modes, such as tragedy, comedy, epic, and satire.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Engl 221
Introduction to British Literature II
Staff
A survey of the literature of England and Ireland from the earlier eighteenth century to the 1960s, centering on works in various forms by Pope, Johnson, Goldsmith, Jane Austen, Wordsworth, Tennyson, Dickens, Yeats, Joyce, Shaw, Virginia Woolf, Auden, Pinter. The course considers how literary and historical change reflect each other, how the different arts evolve, and how idea, belief, and form interact. This course may be taken independently of English 220.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Engl 230
Introduction to American Literature I
Mr Gittleman, Mr Katz, Ms Rudnick, Ms Upton
Prose and poetry of American writers from the first explorers through the Civil War: the ages of Puritanism, Revolution, and Romanticism. Among the texts, many of which are historical, philosophical, political, and religious in nature, will be works by William Bradford, John Smith, Anne Bradstreet, John Winthrop, Thomas Paine, Benjamin Franklin, Jonathan Edwards, Phillis Wheatley, Indian orators, Hawthorne, Poe, Emerson, Whitman, Melville, and Frederick Douglass.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Engl 231
Introduction to American Literature II
Mr Gittleman, Mr Grove, Mr Katz, Ms Mansfield, Ms Rudnick, Ms Upton
American life and letters in times of boom and bust after the Civil War—the Great Barbecue, the Brown Decades, the Great War, Depression and after—studied in the fiction of such writers as Twain, James, Hemingway, Fitzgerald, Baldwin, and Bellow; poets such as Dickinson, Frost, Stevens, Lowell, and Plath; and dramatists such as O'Neill and Miller. Light shed through literary art on nineteenth and twentieth century American problems, and on the conflict between American Dream and American reality.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Engl 232
American Folklore
Staff
An introductory survey of the major genres in American folklore (folk tale, legend, ballad/folk song, folk hero/heroine material, culture) and how these genres surface and function as a dynamic cultural force in the world-view and traditions of selective American regional/ethnic/occupational folk groups.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Department of English

Engl 233
Introduction to Folklore
Staff
This course introduces students to the basic forms of folklore, including proverb, riddle, folk tale, folk custom and folk drama. A variety of reading materials—oral texts, annotated folklore collections, tape-recorded field work interviews and readings in folklore—is used to enhance the students' writing and aural skills. Students learn the basic methods of folklore research (field work, documentation, annotation, interpretation) and undertake several folklore collecting projects and writing assignments. The course uses cross-cultural examples and some time is devoted to the ways that themes persistent in tradition continually reappear in modern times.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Engl 235
Black Literature in America
Mr Savery, Ms Washington
A survey of works by African-Americans with attention to the interaction of musical, oral and literary forms in Black expression, slave songs, blues lyrics, sermons, and works by Hughes, Wright, Baraka, and others.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Engl 240
Introduction to the English Language
Mr Bruss, Mr Divver, Ms Kutz, Ms Mansfield, Mr Meyer, Mr Smith
An introduction to the English language and to the changing attitudes of the language users, which underlie grammars, dictionaries, linguistic theories, speech, and writing. Major units of the course cover attitudes towards our language, traditional and contemporary approaches to the structure of English, language acquisition, and language variation.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Engl 260
The Literature of Survival
Mr Stoehr
This course attempts to bridge the gap between the imagination and the reality of survival into the twenty-first century. The course will begin with some classics like *Robinson Crusoe* and *Walden,* and will end with modern visions and nightmares of the future, such as Doris Lessing's *Memoirs of a Survivor.* In between, a number of books, fiction and non-fiction, which deal with the breakdown of traditional values and culture, and the ways and means of surviving, will be discussed.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Engl Z281
Special Topics
Staff
Various courses in literature, language, and composition are offered experimentally under this heading. Topics will be announced each semester during preregistration.
3 Lect Hrs, 3 Credits

Engl 285
Tutor Training: ESL
Ms Zamel
This course emphasizes the theoretical and practical issues in the teaching of ESL, thus providing tutors with a framework with which to view their own teaching and observation experiences. Readings and discussions address materials development, instructional techniques, and textbook evaluation. Open only to UMass/Boston ESL tutors.
2 Lect Hrs, 2 Credits

Each semester the English Department offers four or five advanced courses in writing and twenty-five in language, criticism, and literature. All courses listed are offered at least once every five semesters, and many courses are offered annually. For annual offerings, consult the English Majors Handbook.

Advanced Courses in Writing
(Enrollment by Permission)

Engl 300
Creative Writing: Tutorial (A)
Mr Richer
Techniques and forms of fiction, poetry, and drama, conducted chiefly in tutorial conferences. Frequent discussion of student manuscripts. Students enroll in this course according to the instructor's judgment of their readiness for it. Applicants should consult the instructor before enrolling.
3 Lect Hrs, 3 Credits

Engl 301 (A)
Creative Writing: Poetry
Ms Collins, Mr Schwartz, Ms Veenendaal
Techniques and forms of poetry. Classroom discussion of student manuscripts. Frequent conferences with the instructor. Applicants should consult the instructor before enrolling.
3 Lect Hrs, 3 Credits

Engl 302 (A)
Creative Writing: Fiction
Mr Frederick
Techniques and forms of fiction. Classroom discussion of student manuscripts and frequent conferences with the instructor. Applicants should consult the instructor before enrolling.
3 Lect Hrs, 3 Credits

Engl 306
Advanced Composition: Theory and Practice
Mr Brereton, Mr Bruss, Ms Goleman
For serious writers in various nonfictional modes, such as description, narration, expository or informative writing, and written argument. While there is some emphasis on the philosophy of composition, everything read and discussed will have a practical as well as a theoretical function. Sections of this course taught by different instructors vary in emphasis from the composing process to techniques of the new journalism, to technical writing, writing for pre-law students, techniques of research for the long paper and report. But all are conducted in small classes or workshops, all are concerned with informative or argumentative writing for advanced students, and all require the permission of the instructor for enrollment.
3 Lect Hrs, 3 Credits

Department of English

Engl 312
Urban Folklore (D)
Staff
This course will explore the varieties of folkloric expression found in the urban environment. Topics include (1) early approaches and methods for the study of folklore in the urban environment; (2) folk traditions and expressive behavior which have evolved from the urban environment; (3) the influence of urban folklore on the mass media; (4) the occupational traditions of city workers. Emphasis will be given to the study of ethnicity as a manifestation of the urban experience. Students will have the opportunity to collect folklore within their own neighborhoods, ethnic groups, and occupational settings.
3 Lect Hrs, 3 Credits

Engl 313 (D)
Gay Literature
Mr Helms, Mr Schreiber
The study of selected works of Western gay literature and discussion of themes and issues suggested by these works. Representative authors include Sappho, Plato, Woolf, Barnes, Shakespeare, Genet, Mann, Forster, and many contemporary female and male writers.
3 Lect Hrs, 3 Credits

Literary Forms, Genres, and Modes

Engl 317
Arthurian Literature (D*)
Ms Kutz
A study of the evolution of the Arthurian materials (from the twelfth century to the present); their origins in history, legend and myth, their emergence in the major twelfth century romance cycles, and their adaptations by later ages; the examination of recurring characters and motifs to discover how the Arthurian legend has been adapted to reflect the different aesthetic and social values of different historical periods.
3 Lect Hrs, 3 Credits

Engl 319
English Epic Poetry (C*)
Mr Crossley
A study of the epic and mock-epic tradition in English poetry from the Renaissance through the Romantic period. Consideration of efforts to emulate the classic achievements of Homer and Virgil; consideration of the oral roots of the epic genre; close reading of three or four long poems (works of Spenser, Milton, Dryden, Pope, and Wordsworth may be studied); consideration of the history and theory of the epic genre.
3 Lect Hrs, 3 Credits

Engl 320
Autobiography (C*)
Mr Gittleman, Mr Hart
A study of the major autobiographical writings in America, from colonial to modern times, by such writers as Jonathan Edwards, Benjamin Franklin, H.D. Thoreau, Henry Adams, Henry James, and others, with consideration of their European forerunners from Augustine to Rousseau, and with attention to contemporary memoirists such as Malcolm X, Maxine Hong Kingston and Lillian Hellman.
3 Lect Hrs, 3 Credits

Engl 321
Biography (C)
Mr Stoehr, Mr Hart
A course in the problems and methods of writing biography, together with an analysis of the nature of the genre of biography, illustrated by a number of important historical examples. The course focuses on biographies and historical documents of a few historic figures, such as Joan of Arc, Thomas More, Samuel Johnson, and Mahatma Gandhi. Students will work under supervision on biographical projects of their own devising.
3 Lect Hrs, 3 Credits

Engl 322
Rise of the Novel (C*)
Mr Crossley, Mr Knight
The emergence of the most popular and influential literary form of the past two centuries. The nature of the novel, its formal characteristics and social concerns, is traced in seven or eight major works by early artists in the novel, such as Defoe, Richardson, Fielding, Austen, and Scott.
3 Lect Hrs, 3 Credits

Engl 323
The British Novel and the Nineteenth Century (C)
Mr Hart, Mr Lyons
A study of the important British novelists from Austen to Hardy and Conrad. The relation of their fiction and its several modes ("realism"; "romance") to the poetics of fiction as well as to contemporary reality and the social scene. Other novelists to be emphasized are Dickens, the Brontes, and George Eliot.
3 Lect Hrs, 3 Credits

Engl 324
Short Story (C)
Mr Helms, Mr Schreiber, Ms Veenendaal, Mr Willey
A study of the short story, chiefly as a genre of this century. The course will trace its development from nineteenth century origins, concentrating its reading on such American and Irish writers as Welty, O'Connor, Cheever, Lavin, Joyce, Hemingway, Montague, and considering as well the statements made by short story writers on the poetics of short fiction.
3 Lect Hrs, 3 Credits

Engl 325
Narrative in the Novel and Film (C)
Ms Dittmar
This course will study the forms of narrative art in films and modern novels. Experimental and theoretical aspects of both media will provide a major focus, and some critical reading will be required. Materials will include fiction by James, West, Nabokov, Hawkes, and Barth, and films by Bunuel, Weine, Eisenstein, and Resnais.
5 Lect Hrs, 5 Credits

Engl 326
Forms of English Drama I (C*)
Mr Petronella, Mr Slover, Mr Tobin
A study of English drama before and during Shakespeare's career emphasizing the development of comedy and tragedy as form and idea, this course provides a setting for the study of Shakespeare. Readings include selected episodes from the mystery cycles, a morality play, and works by such playwrights as Marlowe, Kyd, Tourneur, Webster, Greene, Dekker, Jonson, Beaumont, as well as a comedy and a tragedy of Shakespeare.
3 Lect Hrs, 3 Credits

Engl 327
Forms of English Drama II (C*)
Mr Slover
A study of drama in English since the reopening of the theaters at the Restoration of 1660. The development of comedy of manners from Wycherly and Congreve through Sheridan to Wilde and Shaw, and of tragedy from the early eighteenth century through the romantic era, through Ibsen and his followers, to the early twentieth century.
3 Lect Hrs, 3 Credits

Engl 328
Modern Drama (C)
Mr Savery
A study of British and American drama in the first half of the twentieth century, including works in translation of influential foreign playwrights. Attention to the literary themes, forms and styles of modern drama, and to aspects of drama in performance. Works by such authors as Ibsen, Chekhov, Shaw, O'Neill, Odets, Beckett, Brecht, Miller and others.
3 Lect Hrs, 3 Credits

Department of English

Engl 330
Short Novel (C)
Mr Blair, Mr Nelson
Through reading of representative short novels, the course attempts to define the differences among the short story, the novel, and the novella or short novel. Generalizations about the similarities and differences between these genres and poetry and drama are considered. The course will study novels by such writers as Tolstoy, James, Conrad, Porter, Roth, Faulkner, Wright, and Camus.
3 Lect Hrs, 3 Credits

Engl 331
Satire (C*)
Mr Knight
Readings from the classical period of satire. Aristophanes, Horace, and others raise issues about the nature, functions, and techniques of satire, its relations to intellectual attitudes, social criticism, and literary forms. Variations on the classical patterns and the role of satire in contemporary culture are seen in a range of later satiric works.
3 Lect Hrs, 3 Credits

Engl 332
Comedy (C*)
Mr Petronella
Comic literature from different cultures and periods, ancient through modern, will illustrate the recurrence of different comic modes: satire, irony, romantic comedy, comedy of manners, and comedy of the absurd. Essays about theories of comedy will aid students in evaluating the literature and forming their own ideas about the nature of comedy.
3 Lect Hrs, 3 Credits

Engl 333
Tragedy (C*)
Mr Petronella
The course will explore both the changing and the enduring aspects of tragedy by examining tragedic works of different ages, from ancient Greece to modern times. Readings may include such works as *Oedipus, Thyestes, Dr. Faustus, Macbeth, The White Devil, King Lear, Samson Agonistes, Desire Under the Elms,* and *Death of a Salesman,* examined in the light of essays about the vision of tragedy, the nature of tragic action, the tragic hero, the tragic times, for example. Students will be encouraged to evaluate theories against one another and against their own experience of the literature, in order to formulate their own ideas about the nature of tragedy.
3 Lect Hrs, 3 Credits

Engl 334
Science Fiction (C)
Ms Annas, Mr Crossley
A survey of science fiction beginning with Mary Shelley's *Frankenstein* and H.G. Wells's *The Time Machine.* The course will go on to consider early twentieth century science fiction, "golden age" science fiction (the 1950's), New Wave science fiction, and feminist science fiction. Though our focus will be on science fiction in England and America, we will look at some science fiction from France, Poland, the Soviet Union, Germany and Czechoslovakia. And we will consider the connections and the differences between science fiction literature and science fiction film. Specific topics include technology, images of women, utopia and dystopia, aliens and humans, and the image of the scientist.
3 Lect Hrs, 3 Credits

Engl 335
Visionary and Prophetic Modes in Literature (C)
Mr Schreiber
Visionary and prophetic experience as reflected in selected writings from such sources as the Bible, Blake, Hesse and primitive poetry. Theoretical works about non-rational perception. Tarot readings and the I-Ching.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Language and Critical Theory

Engl 340
Contemporary English (B)
Mr Meyer
A look at the structure and the social dynamics at work in the English language today, chiefly in America. Topics: competing grammars, speech in Massachusetts, effects of social stratification on language, regional and social dialect, language and gender, language and ethnicity, and changes in meaning.
Prerequisite: Engl 240.
3 Lect Hrs, 3 Credits

Engl 341
Language and Literature (B)
Mr Divver, Ms Kutz
An exploration of literary meaning and the character of language as a symbolic form. Special emphasis on the structure of metaphor and consideration of psychological and philosophical aspects of language: basic conceptions of meaning; theories of the origin of speech; problems of intention, expression, and interpretation; background of modern theories of grammar, semantics, and semiotics.
Prerequisite: Engl 240.
3 Lect Hrs, 3 Credits

Engl 342
History of the English Language (B)
Mr Bruss, Ms Mansfield, Mr Meyer
What English is descended from, what it is related to, how it has changed and is still changing. Emphasis on changes in sound and grammar; learning a system for analyzing, classifying and transcribing speech sounds; becoming familiar with classical grammar in order to understand grammatical changes.
Prerequisite: Engl 240.
3 Lect Hrs, 3 Credits

Engl 343
Old English Language and Literature (B*)
Mr Bruss
The language and literature of England from 449 A.D. to 1150. Reading of works in the original language from the start enables students to acquire enough knowledge of Old English grammar and syntax to translate poetry by the end of the course. Introduction to the major literary forms. Some knowledge of Latin or German and the history of English is helpful.
3 Lect Hrs, 3 Credits

Engl 344
Introduction to Stylistics (B)
Mr Bruss
The application of linguistics and the philosophy of language to literature. An introduction to areas of language study (historical, structural, transformational, and semiotic, for example), and an application of these theories to the study of drama, poetry, and the novel.
Prerequisite: Engl 240.
3 Lect Hrs, 3 Credits

Engl 346
Poetry and Poetics (B*)
Mr Lyons, Mr Schwartz
Reading of several groups of poems, old and recent, in order to learn as much as possible about what poetry is and does. The readings illustrate, successively: 1) the nature of poetry; 2) prosody; 3) verse forms; 4) the language of verse. The course assumes no prior knowledge of poetics.
3 Lect Hrs, 3 Credits

Department of English

Engl 347
Principles and Methods of Literary Criticism (B)
Mr Broderick, Ms Horton
The leading principles and methods of Western literary criticism, considered in their historical contexts. The course explores and defines major issues in literary study by close examination of major critical writings from Aristotle to modern times. No prior knowledge of criticism is necessary.
3 Lect Hrs, 3 Credits

Engl 348
The Nature of Literacy (B)
Ms Kutz
A study of the theories of literacy, in its relation to human thinking and to social uses and contexts; and of the practice of literacy, in the teaching, learning, and use of literate behaviors in contemporary American society. The course links the active investigation of literacy issues with related readings, and draws implications for the teaching of reading and writing and for the study of literature.
Prerequisite: Engl 240.
3 Lect Hrs, 3 Credits

Engl 350
Language and Computers (B)
Mr Smith
The applications of computers to language style. After introducing the computer and basic information structures, this course explores four major areas in which computers extend the reach of traditional study: word choice and vocabulary, word class and syntax, prosodic and other sound patterns, semantics and pragmatics. The course concludes with current research in natural language understanding, which borrows from traditional approaches while proposing a new paradigm for language study.
Prerequisite: Engl 240.
3 Lect Hrs, 3 Credits

Literature by or about African-Americans

Engl 354
The Black Presence in American Literature (D)
Mr Gittleman, Mr Savery,
Nineteenth and twentieth century literary texts by black and white writers who write with a significant consciousness of black people in American society.
3 Lect Hrs, 3 Credits

Engl 355
Black Poetry (C)
Mr Savery
Critical and historical survey of black poetry from its oral beginnings to the present; minor emphasis on Harlem Renaissance and major emphasis on the contemporary Black Arts movement; relationships between black poetry and black music; black social and political thought.
3 Lect Hrs, 3 Credits

Engl 356
The Afro-American Novel in America (C)
Mr Savery, Ms Upton, Ms Washington
Selected works by black American novelists from the 1850s to the present, with an emphasis on issues of geographical and psychological transition. Novelists studied may include Brown, Delaney, Dunbar, Chesnutt, Petry, Walker, and Ellison.
3 Lect Hrs, 3 Credits

Engl 357
Afro-American Women Writers (D)
Ms Washington
The course will consider content, form and modes of expression in prose, poetry and criticism by black women writers from the eighteenth century to the present. Readings will include slave narratives, colonial and abolitionist writings, works from the Harlem Renaissance and by contemporary writers such as Bambara, Sanchez, Walker, and Brooks.
3 Lect Hrs, 3 Credits

Modern Literature

Engl 362
Modern British Poetry (C)
Mr Helms, Mr Nelson
British poetry from 1914 to present; poets of the First World War—Sassoon, Jones, Owen, Rosenberg, Flint, Read; poets of the thirties—Auden, Spender, MacNeice; poets writing from 1945 to the present—MacDiarmid, Larkin, Ted Hughes, Jon Silkin, Geoffrey Hill, Michael Hamburger, and others.
3 Lect Hrs, 3 Credits

Engl 363
Modern American Poetry (C)
Ms Collins, Mr Helms, Mr Schreiber
American poetry from the beginning of the century to the end of World War II, focusing on the major works of Frost, Pound, Eliot, Williams, Stevens. Primary attention to the poems as formal works of art; secondary attention to historical, philosophical, and aesthetic contexts (e.g.: World War I, Einstein's relativity and existentialism, Kandinsky and abstract art). Close analysis of particular poems as successful works in their own right and as exemplars of a particular writer's thematic and stylistic concerns.
3 Lect Hrs, 3 Credits

Engl 364
Contemporary American Poetry (C)
Ms Collins, Mr Helms, Mr Schreiber
A comprehensive overview of living American poets, plus intensive readings in selected writers such as Ashbery, Levertov, Ginsberg, Lowell, Wilbur, Ammons, Baraka, Plath, Merwin, Duncan, and Rich. Discussions of individual poets on their own merits and as exemplars of current poetic schools.
3 Lect Hrs, 3 Credits

Engl 365
Contemporary Experimental Fiction (C)
Ms Dittmar
Focusing on the relation between technique and content, this course probes the modes and meanings of experimentation in recent fiction. It uses textual analysis to make the adventure of such literature accessible, and emphasizes both the cultural climate which explains this shared impulse to experiment and the diverse ways individual authors pursue the impulse.
3 Lect Hrs, 3 Credits

Engl 367
Modern British Fiction (C)
Mr Nelson, Mr Willey
A survey of the novel in Britain from the end of the Victorian years (with Hardy and Conrad) through the first half of the twentieth century, emphasizing Lawrence, Woolf, and Forster, and including as far as time permits later novelists such as Cary, Waugh, Greene, Murdoch and Lessing.
3 Lect Hrs, 3 Credits

Engl 368
Modern American Fiction (C)
Mr Frederick, Mr Grove, Mr O'Connell
A study of significant American fiction from the close of the nineteenth century to World War II. Attention to aspects of literary modernism, aesthetic self-consciousness and experimentation, and the interaction between evolving fictional forms and changing social patterns. Further emphasis: the impact of World War I and the Depression upon behavior, sensibility and novelistic strategy; growing explicitness; the emergence of other voices from other rooms—ethnic, sexual, regional, racial; the variety and achievement of modern American fiction. Works by Henry James, Stephen Crane, Edith Wharton, F Scott Fitzgerald, Ernest Hemingway, William Faulkner and others.
3 Lect Hrs, 3 Credits

Department of English

Engl 369
Contemporary American Fiction (C)
Mr Divver, Mr Grove, Mr O'Connell
A survey of American fiction since 1950. Works by Baldwin, Bellow, Betts, Gaines, Kelley, Mailer, Malamud, Oates, Olsen, Perey, Reed, Updike, Vonnegut, Wright and others.
3 Lect Hrs, 3 Credits

Themes and Audiences

Engl 370
American Detective Fiction (C)
Mr Grove
A survey of detective fiction and the crime novel in America. Authors include Poe, Hammett, Chandler, Cain, Spillane, Ross MacDonald and others. Films will be shown.
3 Lect Hrs, 3 Credits

Engl 371
The Adolescent in Literature (D)
Mr Grove, Mr Nelson, Ms Veenendaal
Such problems as adolescent culture, the rites of passage into adulthood, and the literary expression of these phenomena. Writers such as Wolfe, Salinger, Capote, Knowles, McCullers, Donleavy, Mishima, Golding, Lessing, Moravia, Mauriac, and Sagan.
3 Lect Hrs, 3 Credits

Engl 373
Literature of the Working Class (D)
Ms Annas
This course will study literature which takes the working class as its subject. It will examine questions such as the following: how is the literary work affected by the relationship of the author to the working class? What have been the traditional literary forms for treating working class subjects and what is their effectiveness? What are the consequences of politics or ideology in literary works?
3 Lect Hrs, 3 Credits

Engl 374
Literature and Society, 1760-1850 (D)
Mr Broderick, Mr Hart
Interactions of social and economic change and literary culture in the period of revolutions, at home and abroad, in England. Changing class structures and literary publics. Readings in poets such as Burns, Blake, and Browning, novelists such as Godwin, Austen, and the Brontes, and essayists such as Cobbett and Mary Wollstonecraft.
3 Lect Hrs, 3 Credits

Engl 375
Children's Literature (C)
Ms Shaner
The study of literature for children, including criticism and the history of the development of literary materials written specifically for children. The works studied—by such authors as Lewis, Grahame, Wilder, and Milne—will be explored in the context of the historical and cultural settings in which they were produced, and the texts will be analyzed both as works of art and as instruments of cultural and didactic impact.
3 Lect Hrs, 3 Credits

Engl 376
Literature and the Political Imagination (D)
Ms Dittmar, Mr Stoehr
The course studies ways authors use imaginative literature to respond to political situations and to voice moral and political beliefs. It probes such themes as war and conquest, wealth, race, sex, but its main emphasis is on language and organization and this emphasis requires close analysis of style and structure. Authors may include Dickens, Forster, and Conrad, Dos Passos, Hansberry, Baraka, and Malraux, Brecht, and Silone.
3 Lect Hrs, 3 Credits

Engl L377 (Amst L377)
Irish-American Literature and Culture (D)
Mr O'Connell
Studies in Irish-American culture during that century between the great famine and the Kennedy Presidency. Emphasis upon the connections between ethnic and literary cultures. Special concern for Irish-American fiction: Farrell, O'Hara, O'Connor. Further readings in ethnic history: Handlin and Shannon; biography and autobiography: Riordan, Dunne, McCarthy; Drama: O'Neill.
Prerequisite: Hist 265, or Hist 266, or Engl 230, or Engl 231.
3 Lect Hrs, 3 Credits

Authors

Engl 381
Chaucer (E*)
Ms McAlpine, Ms Shaner
A study of the Canterbury Tales and, time permitting, some of Chaucer's works in the original Middle English. No prior knowledge of Chaucer, the period (the later fourteenth century), or Middle English is required. Taped readings aid in learning the language. Discussion emphasizes how the works reflect the Medieval Period and how Chaucer draws readers of all periods into intellectual and moral pilgrimages of their own.
3 Lect Hrs, 3 Credits

Engl 382
Shakespeare (Early) (E*)
Mr Petronella, Mr Slover, Mr Smith, Mr Tobin
Shakespeare's comedies, history plays, and early tragedies largely from the first half of Shakespeare's career. The course emphasizes critical interpretations of individual plays but it attempts as well to review Shakespeare's dramatic art in general, theater history and conventions, theory of comedy and theory of tragedy, the language of verse drama, and the development of the history play.
3 Lect Hrs, 3 Credits

Engl 383
Shakespeare (Later) (E*)
Mr Petronella, Mr Slover, Mr Tobin
Shakespeare's problem plays, major tragedies and late romances. The course emphasizes critical interpretations of individual plays, and it assumes that students will have had some experience of Shakespearean plays, such as those in Engl 382. But this course may be elected without such experience.
3 Lect Hrs, 3 Credits

Engl 385
Milton (E*)
Mr Smith, Mr Tobin
Reading and discussion of John Milton's English poetry and some of his prose: early lyrics; the tragedy *Samson Agonistes;* the epics *Paradise Lost* and *Paradise Regained.* Attention to modern debates about structure and style and to the relation between Milton's politics and his poetry.
3 Lect Hrs, 3 Credits

Engl 388
Blake (E*)
Mr Schreiber, Mr Divver
A study of the poetry of William Blake. A close reading and discussion of *Songs of Innocence and Experience;* the later lyrics; the shorter prophecies; and one of the major prophetic poems, either *Milton* or *Jerusalem.*
3 Lect Hrs, 3 Credits

Engl 390
Henry James (E)
Ms Collins, Mr Lyons
A study of James' major writings, with special attention given to his aesthetic and cultural development.
3 Lect Hrs, 3 Credits

Department of English

Engl 391
Joyce (E)
Mr Divver, Mr O'Grady
A study of the cyclical nature of the works of James Joyce: *Dubliners, Portrait of the Artist* as a *Young Man, Ulysses,* and parts of *Finnegan's Wake.* Emphasis, however, will be on the close critical reading of *Ulysses.*
3 Lect Hrs, 3 Credits

Engl 392
Yeats (E)
Mr O'Grady
Yeats' development as a poet, from his early pre-Raphaelite poetry through his late-modern poems, within the framework of Irish history and literature.
3 Lect Hrs, 3 Credits

Engl 393
Dickens (E)
Ms Horton, Mr Conlon
A study of Charles Dickens' novels and the wonderful fictive world he created; his life and times; the tradition he shared in and changed. Emphasis on five novels, such as *The Old Curiosity Shop, Oliver Twist, Martin Chuzzlewit, Dombey and Son,* and *Our Mutual Friend.*
3 Lect Hrs, 3 Credits

Engl 394
Twain (E)
Ms Rudnick
A study of the major works of Mark Twain—fictional and nonfictional—within the contexts of his life, the literary and folk traditions of his art, the political, social and cultural ferment of his times.
3 Lect Hrs, 3 Credits

Engl 395
Faulkner (E)
Mr Frederick, Mr Tribble
An intensive reading of seven of the novels set in Faulkner's mythical Yoknapatawpha County, considering each work as a novel in its own right but also as a part of what Malcolm Cowley has called "the whole interconnected pattern" of Faulkner's Yoknapatawpha fiction.
3 Lect Hrs, 3 Credits

Engl 396
Walt Whitman and the Creation of American Poetry (E)
Mr Helms
This course studies Whitman's major poetry and prose in depth. It seeks to establish the literary, cultural, and historical background of Whitman's work; to show how his work contributed significantly to the revolution in American poetry that led to the accomplishments of twentieth century American poetry; and to demonstrate his influence on twentieth century world literature.
3 Lect Hrs, 3 Credits

Engl 399
Comparative Readings in Two Novelists (E)
Staff
Comparative study of the fiction of major English and American novelists whose works have social and thematic affinities or present interesting problems of contrast. Novelists—such as Fitzgerald and Hemingway, Hardy and Lawrence, Austen and Eliot, Hawthorne and Melville, Bellow and McCarthy—will vary from year to year. Normally offered every second year.
3 Lect Hrs, 3 Credits

History and Society

Engl 401
The Medieval Period (D*)
Ms Mansfield, Ms McAlpine, Ms Shaner
Lyrics, romances, mystery plays, allegories of English literature in the period before the sixteenth century. Old and Middle English writers, including Chaucer, Langland, and the Pearl Poet; stories of King Arthur and his knights.
3 Lect Hrs, 3 Credits

Engl 402
The Renaissance in England (D*)
Mr Petronella, Mr Smith, Mr Tobin
Major work of the English Renaissance (early sixteenth through early seventeenth centuries), in poetry and prose. Authors such as Thomas More, Christopher Marlowe, Edmund Spenser, Shakespeare, Ben Jonson, John Donne, and Milton. Reading in Renaissance criticism.
3 Lect Hrs, 3 Credits

Engl 403
The Neo-Classical Period (D*)
Mr Blair, Mr Knight
The art and ideas, in poetry and prose, of such writers as John Dryden, Jonathan Swift, Alexander Pope, the early novelists Defoe and Fielding, Samuel Johnson, and Edmund Burke. A study of the chief social and philosophical currents of the period 1660 (the Restoration) to the later eighteenth century.
3 Lect Hrs, 3 Credits

Engl 405
The Romantic Period (D*)
Mr Broderick, Mr Hart
Literary, social, and cultural change in Britain during the revolutionary age (1780's to 1830's), seen in the major poetry of Blake, Wordsworth, Byron, Keats, and others; the critical writings of Coleridge, Hazlitt, and others; and the fiction of Austen and Scott. An attempt to interpret the historical nature and importance of "romanticism."
3 Lect Hrs, 3 Credits

Engl 406
Victorian Age (D)
Mr Broderick, Ms Horton, Mr Lyons
A study of the temper of the Victorian Period (1830's to 1890's) as revealed in its arts and artists, writings and writers: Tennyson, Carlyle, Dickens, J S Mill, and others. Attention to the changes in mind during the period, the questions that parallel our own: To produce or conserve? To believe or doubt? Where to live? Whether to embrace "progress" or to look backwards? Whether to hold to utility or "feeling"?
3 Lect Hrs, 3 Credits

Engl 407
Colonial American Literature (D*)
Mr Gittleman
Study of the important literary texts of the seventeenth and eighteenth centuries crucial for an understanding of later American culture and literature. Works in poetry and prose, fiction and non-fiction by authors such as Bradstreet, Taylor, Edwards, Franklin, Wheatley, Equaiano Oloudah, Crevecoeur, Jefferson, Freneau, and Charles Brockden Brown.
3 Lect Hrs, 3 Credits

Engl 408
American Romanticism (D)
Mr Gittleman, Mr Katz
Major texts of American literature from the 1820s and 1830s to the Civil War. The growing importance of ideal and symbol; emphasis on the romantic imagination in Poe, Emerson, Thoreau, Hawthorne, and Melville, with readings in the Cambridge School and the minor transcendentalists.
3 Lect Hrs, 3 Credits

Department of English

Engl 409
Rise of American Realism (D)
Mr Katz, Mr Tribble, Ms Upton
The development of realism in the fiction of Twain, James, and Howells, and its evolution into the naturalism of Norris, Crane, and Dreiser, in the period 1865-1900.
3 Lect Hrs, 3 Credits

Engl 410
The Modern Period (D)
Ms Annas, Ms Dittmar, Mr Divver, Mr Nelson
A study of the phenomenon of "modernism" in, roughly, the first half of the twentieth century in Britain and America. Reading and discussion of such writers as Yeats, Joyce, Lawrence, Woolf, Eliot, Hemingway, Pound, and Faulkner.
3 Lect Hrs, 3 Credits

Engl 412
Women and Men in Nineteenth Century Literature (D)
Ms Fay
A study of men and women and their relationships in nineteenth century literature, mainly British, with special emphasis on the issues of masculine and feminine sexual identity and sexual stereotypes, and the social position of men and women as these are treated in popular culture and in serious literary works.
3 Lect Hrs, 3 Credits

Engl 414
Early Celtic Literature in Translation (D*)
Staff
The matter of this course is the mythological and heroic narrative literature of medieval Ireland and Wales; particular attention is given to the cultural context out of which it comes and within which it must be interpreted. Although this literature was written, or written down, by men whose religion and much of whose culture derived from Rome, most of it was not essentially either Latin or Christian in spirit. It was shaped and driven by the continuing force of the Celtic tradition—pagan, archaic, and stubbornly vital. Works will include the Irish epic *Tain Bo Cuailnge* and *The Mabinogion* (Welsh).
3 Lect Hrs, 3 Credits

Engl 415
Irish Literature (D)
Mr Divver, Mr O'Grady
A close study of Yeats, Synge, O'Casey, Joyce and other writers of the modern Irish renaissance. The backgrounds of Irish history and literature relative to the above writers will also be studied.
3 Lect Hrs, 3 Credits

Engl L416 (AmSt L416)
Civil War Culture
Mr Gittleman
This course is concerned with cultural responses to circumstances and events preceding, during, and following the Civil War. The course considers novels, short stories, eyewitness narratives by soldiers and war correspondents, commentaries, poems, and popular song lyrics by such writers as Harriet Beecher Stowe, Abraham Lincoln, Ambrose Bierce, Walt Whitman, Herman Melville, John W. DeForest, Harold Frederick, and Stephen Crane. Also studied will be pictures by war artists (Winslow Homer and Alfred R. Waud), and war photographers (e.g., Mathew Brady), and commemorative sculpture including a Boston masterpiece by Augustus Saint-Gaudens. Special attention will be given to the involvement of Bostonians, particularly Thomas Wentworth Higginson and Robert Gould Shaw, with regiments of ex-slaves and freeborn black troops, the latter being the famous Massachusetts 54th that trained in the Hyde Park section of Boston and fought so bravely in Charleston Harbor, South Carolina.
3 Lect Hrs, 3 Credits

Engl 417
Regional Literature: The American South (D)
Mr Blair
Selected readings in the literary renaissance of the modern American South from 1920 to the present, including such writers as Faulkner, Warren, Ransom, Tate, Welty, Porter, Styron, and O'Connor. Study of the fiction, poetry and criticism, with emphasis on the fiction.
3 Lect Hrs, 3 Credits

Engl 419
Recent Irish Writing (D)
Mr O'Connell
A study of Irish literature after the age of Yeats and Joyce, the course examines invention, adaptation, and development, in the major genres, of Irish writing during decades of economic depression, cultural isolation, war, and renewed sectional and international tensions. Emphasis is placed upon the re-emergence of Irish writings, particularly in the achievements of the Ulster poets, in our own day. "If you would know Ireland," advised Yeats, "body and soul—you must read its poems and stories."
3 Lect Hrs, 3 Credits

Engl L421 (AmSt L421)
The City in American Literature and Culture
Mr Katz
An introduction to the concept of culture as a tool of interdisciplinary studies. The meanings of "culture," some alternative ways of defining and using it, and the effects of those uses are explored through specific texts about the city in general and Boston in particular. The course includes some of the following representative works: Lewis Mumford's *The Culture of Cities* (social philosophy), Oscar Handlin's *Boston's Immigrants* (social history), or Sam Bass Warner's *Streetcar Suburbs* (urban history), Henry James' *The Bostonians* (fiction), Herbert Gans' *The Urban Villagers* (urban sociology), and Martin Green's *The Problem of Boston* (culture criticism).
3 Lect Hrs, 3 Credits

Engl 425
Irish Short Story (C)
Mr O'Grady
After an introductory consideration of the oral tradition of Irish storytelling, this course traces the thematic concerns and technical developments of the Irish short story from 1830 to the present. It focuses especially on the most noted twentieth century practitioners of the short story in Ireland—O'Connor, O'Faolain, and O'Flaherty—but also gives close consideration to their precursors, their contemporaries, and their followers.
3 Lect Hrs, 3 Credits

Engl 427
Modern Irish Novel (C)
Mr O'Grady
This course explores the interests and concerns of the modern Irish novel. Focusing on a variety of representative authors and texts, the course traces the thematic and technical developments of the Irish novel over the decades of the twentieth century. Novels are read with reference to their political, social, and cultural contexts.
3 Lect Hrs, 3 Credits

Department of English

Engl 451
Advanced Studies in Poetry (C)
Staff
Studies in various trends and periods of poetry for advanced students; intensive studies in one or two major poets. Topics vary from year to year.
3 Lect Hrs, 3 Credits

Engl 452
Contemporary Women Poets (C)
Ms Annas, Ms Collins, Ms Veenendaal
A study of the concerns, perspectives, and poetics of twentieth century women poets. Readings are selected from a wide range of poets, including Brooks, Levertov, Plath, and Rich.
3 Lect Hrs, 3 Credits

Engl 453
Advanced Studies in Language and Literary Theory (B)
Mr Bruss, Mr Divver, Ms Horton
This course offers students interested in language or literary theory an opportunity to do advanced work in subjects which will vary from semester to semester. Possible subjects include: theories of discourse, varieties of present day English, the linguistic structures of poetry, and advanced stylistics.
3 Lect Hrs, 3 Credits

Engl 461
Creative Writing Workshop (A)
Ms Collins, Mr Schwartz
An advanced course in creative writing, for students who have had some experience in the writing of fiction, poetry, or drama, or who have taken an introductory course.
Prerequisite: Engl 210 or permission of instructor.
3 Lect Hrs, 3 Credits

Engl 475
Seminar for Tutors (B)
Ms Meyer, Ms Smith, Ms Zamel
Readings, writings and discussion on the theoretical and practical issues one encounters in working as a composition tutor. A nucleus of presentations, lectures, workshops and readings covering the transactional and substantive aspects of teaching writing, particularly remediation, from a peer position. All elements of the course combine to provide an intellectual framework for reflection, articulation, and synthesis of what is learned in the work experience of the tutor.
Prerequisite: Completion of English requirement and permission of instructors (based on writing samples, faculty recommendations and interviews).
3 Lect Hrs, 3 Credits

Engl 476
Technical Writing Internship (A)
Mr Brereton, Mr Bruss, Ms Mansfield
A seminar for students assigned to internships for the completion of their work in the Program in Technical Writing (Computer Science). It will deal with issues interns face as they adapt writing and computer training to actual technical writing assignments. Speakers from the faculty and from the technical writing profession will attend. There will be assigned readings and regular reports on progress in the internship. The seminar will meet for two hours every other week, and the internship placement will require at least ten hours per week in a technical writing concern. Three hours of credit (pass-fail) will be awarded for the combination seminar and placement.
Hrs by arrangement, 3 Credits

Engl 478, 479
Independent Study I, II
Staff
A course of study designed by the student in conjunction with a supervising instructor in a specialized subject, one ordinarily not available in the standard course offerings. Open to a limited number of students in any one semester. Preference may be given to senior English majors with a cumulative average of 3.0 or above. A written prospectus must be submitted. Register with Director of the major.
Prerequisite: Permission of instructor and Department Chairperson.
Hrs by arrangement, 3 Credits

Engl 480
English Internship
Ms Mansfield, Mr Meyer
Through this course students who have made arrangements for suitable internships involving a substantial amount of writing may receive academic credit for their work. At intervals of approximately two weeks, each student will be expected to meet with the Internship Director to submit copies of written materials he or she has produced as part of the job requirements. This written work should be accompanied by a breakdown of the steps involved in each assignment and the time spent on each task, an explanation of the extent of the intern's contribution to each piece of writing submitted, and (when appropriate) a brief analysis of what he or she has learned in the process of working on the assignment. For application forms and full information about requirements, see the Director of Internships. All applications for internship credit must be approved by the Director before the end of the first week of classes. Since the course fills quickly, STUDENTS ARE ENCOURAGED TO APPLY DURING ADVANCED REGISTRATION in order to be assured that they may receive credit for their internships. THIS COURSE DOES *NOT* COUNT TOWARD THE ENGLISH MAJOR REQUIREMENTS.

Engl 481, 482
Selected Topics in English and American Literature I, II
Staff
Various courses in literature and related fields are offered experimentally, once or twice, under this heading. Topics are announced each semester during pre-registration. Recent topics included science fiction, Arthurian literature, Albee and Miller, the Harlem Renaissance, and children's literature.
3 Lect Hrs, 3 Credits

Engl 496
Creative Writing Honors I (A)
Ms Collins and Staff
A creative writing workshop for student writers of poetry, fiction, or drama who have been accepted into the Honors Program in English and Creative Writing. A one-semester course (in the fall), to be followed by one semester of independent work with an advisor.
Prerequisite: acceptance into the Honors Program.
3 Lect Hrs, 3 Credits

Engl 497
Creative Writing Honors II (A)
Staff
Independent study in creative writing for student writers of poetry, fiction, or drama who have been accepted into the Honors Program in English and Creative Writing and who have completed English 496 with a grade of B or better.
3 Lect Hrs, 3 Credits

Engl 498
Honors Seminar (B)
Staff
A course open to and required of all students doing honors work in English. The course consists of an introduction to research methods, a survey of critical methods (with the end of helping the honors student choose an approach for the writing of the thesis), and the reading of all primary and some secondary materials preparatory to writing the thesis. Applicants should consult the Director of the major.
3 Lect Hrs, 3 Credits

Department of English

Engl 499
Honors Work
Staff
A continuation of Engl 498, in which the honors student works individually with a faculty advisor on the writing of the honors thesis. The student receives a grade for each semester of work but honors in English will be awarded only to those students who have written a thesis of high distinction (as judged by the Honors Committee). Students should register through the Director of the major.
3 Lect Hrs, 3 Credits

Graduate Seminars

Graduate Seminars in English are open to regularly enrolled MA candidates; others may take these seminars by special arrangement with the director of Graduate Studies in English. Virtually all English graduate seminars award 4 credits and meet weekly for 3 hours (in group) and additional tutorial hours by arrangement. Seven or eight seminars drawn from the following list are scheduled each semester.

Engl 600
Studies in Criticism
Mr Bruss, Mr Divver
Study of the nature and function of literature, the terms and methods of analysis and evaluation of literature, and the various approaches possible in the criticism of literature.
4 Credits

Engl 601
Studies in Poetry
Ms Collins, Mr Schwartz
This course will approach poetry from a number of angles, including—and emphasizing—the writing of it. Experienced poets are encouraged to enroll, but *students need not have written poetry before:* the point of the course will be to learn more about how poetry "works" by experimenting with the techniques used by poets we read and discuss in class. To this end, a large portion of the course will focus on matters of form; there will also be units on diction, image/metaphor/symbol, narrative poetry, "political" poetry, and other topics. Historical discussion of some of these subjects will occur from time to time. While all students will be required to write some poetry for the course, no one will be penalized for an inherent lack of poetic talent. Some assignments will offer a choice between a poetic and a critical response to a topic, and the final project for the course may be either a long critical paper or a substantial collection of poems written and revised during the semester.
4 Credits

Engl 602
Studies in the Novel
Ms Annas, Mr Knight
Studies in the nature of prose fiction and its major kinds; special topics in the history and sociology of narrative fiction, such as the working class novel, the short story, the prose romance, the historical novel; and studies of representative British and American types in international contexts.
4 Credits

Engl 603
Studies in Drama
Mr Savery, Mr Slover
A course for those who want a broad view of the sweep of Western drama, offering a study of the art of drama as it has evolved from classical Greece. Representative plays are drawn from various periods (Medieval, Renaissance, Augustan, Romantic, and Modern) and from the major modes (tragedy, comedy, farce, realism, expressionism, and the absurdist and social theater). Selected critical works are also considered.
4 Credits

Engl 604
Studies in Satire
Mr Blair
An exploration of individual works of satire and critical theories about the mode: pre-modern and modern selections from Swift, Pope, Shaw, Laugh, F O'Connor, N West, Eliot and others.
4 Credits

Engl 610
The Teaching of Composition
Ms Smith
This course will define the role of composition in the English curriculum in both college and secondary schools; develop a philosophy of language as a foundation for a method of composing; study psychological and linguistic aspects of the composing process.
4 Credits

Engl 611
The Teaching of Literature
Mr Crossley, Mr Hart, Mr Lyons
A seminar and workshop in theories and strategies of the teaching of literature in school and college. The class observes and analyzes sample presentations involving different literary kinds, and evaluates them in the context of the aims of liberal education. The course serves teachers, prospective teachers, and non-teachers who seek an introduction to literature from pedagogical points of view.
4 Credits

Engl 612
The Teaching of Shakespeare
Mr Slover
This course combines intensive study of a few plays with approaches to the teaching of Shakespeare, approaches which emphasize the speaking, hearing, and acting of text, and which address the linguistic and cultural obstacles to reading a sixteenth century British writer. Portions of the course are devoted to workshops affording opportunities to practice these approaches and to see them practiced.
4 Credits

Engl 613
The Teaching of Poetry
Ms Collins, Mr Willey
Designed for graduate students who want an advanced introductory course, or a refresher course, in the reading and comprehension of poetry, perhaps with the object of teaching it to younger minds. Emphasis on practical criticism, or close reading, but various perspectives and critical approaches are included, along with teaching aids and pedagogical exercises. Concentration on poets of the nineteenth and twentieth centuries.
4 Credits

Engl 614
The Teaching of Fantasy and Science Fiction
Ms Annas, Mr Crossley
The seminar examines major works of unrealistic fiction, and some important critical and theoretical approaches to it, as a way of raising and defining questions about teaching literature. The course is intended for those who wish to explore the reading of such fiction and for those engaged in high school teaching and interested in developing appropriate curricula and pedagogies.
4 Credits

Engl 615
Style and the Popular Essay
Mr Grove
An in-depth study of selected commercial essayists as *stylists* working in numerous genres within the essay genre (e.g., the personal, humorous, travel, and philosophical essay); and an intensive writing workshop in which students write comparable essays of publishable quality every two weeks and critique them in class. Topics and readings vary each year.
4 Credits

Department of English

Engl 616
Practical Writing
Ms Smith
This seminar invites all serious writers of varying backgrounds to practice writing expository prose on general topics of their choice. Theoretical analysis of discourse, of language, and of composing processes provides the framework for each individual's development. The seminar addresses such topics as generating and forming ideas, organizing and clarifying the logical relations among parts, balancing assertion and evidence, choosing and changing style and tone, and practicing revision and editing. Members write constantly in and out of class, read their compositions aloud in class and receive written and oral responses, and meet often for individual and small group conferences with instructor.
4 Credits

Engl 617
Writing About Literature
Ms Fay, Ms Horton
This is a course in the writing of literary criticism. Students will read one major work of fiction and one small body of poems (perhaps Shakespeare's sonnets) in this course, and become familiar with as much of the major criticism written on these works as possible. They will read historical critics, generic critics, psychoanalytic critics, structuralists, feminists, and the like. They will write 8 papers (4 drafts and 4 revisions) in which they attempt to produce the kinds of literary criticism the various modes of criticism make possible.
4 Credits

Engl 618
Life Writing
Mr Gittleman, Mr Hart, Mr Stoehr
This is a course for readers and writers of biographical forms, including autobiography. Course offerings may differ in emphasis from time to time. The course will sometimes focus on major works of autobiography, such as Franklin, Rousseau, Adams, Wright, Hellman, and Kingston. At other times the focus will be on major biographies in English, from More and Roper, through Walton and Boswell, to moderns such as Strachey, Woodham-Smith, Edel, and Ellman. Other offerings will focus on a few historic personalities such as Socrates, Joan, Johnson, and Gandhi, through comparative analysis of biographical materials. Substantial practice in life writing.
4 Credits

Engl 619
Writing For The Public
Mr Brereton
This course differs from traditional technical writing courses in that it does not stress industrial engineering writing tasks but provides students with resources to describe and evaluate writing in non-academic settings. Aside from providing practical experience in writing in the workplace, the course introduces students to ethnographic approaches to composition research. Students will visit organizations where people write for the public to conduct inquiries that will help them answer such questions as: What kinds of literacy demands are made on workers? How do workers perceive themselves as learners and writers? What kinds of writing technologies do writers use? Students will prepare working papers describing their findings and procedures, rewriting actual documents, and reflecting on underlying theories.
4 Credits

Engl 620
History of the English Language
Mr Bruss, Mr Meyer
Description and analysis of modern English from a linguistic perspective; attention to the relationship of linguistic analysis to literature. A survey of Old English, Middle English, early Modern and eighteenth century English, with its stress on traditional grammar.
4 Credits

Engl 621
Introduction to Linguistics
Mr Bruss, Mr Meyer
The course will raise the question of the relationship between language and thought, and will survey the application of linguistics to the study of literature, the analysis and teaching of syntax and grammar, and the fields of psychology, sociology, and biology.
4 Credits

Engl 622
Stylistics
Mr Bruss, Mr Meyer
A study of the connection between linguistics and literature. An effort in turning linguistic information into strategies useful for interpreting novels, for describing how novels and poems get put together, for helping us learn how meaning gets made in a literary text, for talking about how a reader's responses to a text get generated out of the particular stylistic/linguistic choices a writer makes.
4 Credits

Engl 623
The Nature of Narrative
Ms Dittmar, Ms Kutz
This course explores a variety of ways in which modern and contemporary fiction, both English and European, departs from traditional narrative forms. While a comparative study of experimentation will be our main concern, we may address philosophical, political, and psychological issues as they affect narrative form in the twentieth century.
4 Credits

Engl 630
Chaucer
Ms McAlpine, Ms Shaner
A study of Chaucer's major works in Middle English. Special attention to such considerations as Chaucer's poetic development, his relations to his sources, medieval literary theory, and the social, political, and religious backgrounds.
4 Credits

Engl 631
Medieval to Renaissance Literature
Ms McAlpine, Ms Shaner
A course in the transition from Medieval to Renaissance literature. A study of the transition in prose from homiletic writings and the romances through Elyot, Ascham, and Lyly; in lyric and narrative verse from Chaucer and the Scottish Chaucerians through Sidney; and in drama from the morality and mystery plays through *Hamlet*.
4 Credits

Engl 632
Early English Drama
Mr Slover
A study of the development of form—particularly the forms of comedy and tragedy—in the drama of Shakespeare's predecessors and contemporaries. Readings of selected mystery and morality plays and of works by such playwrights as Marlowe, Kyd, Marston, Tourneur, Webster, Greene, Dekker, Jonson, Beaumont and Fletcher. One play of each kind by Shakespeare.
4 Credits

Department of English

Engl 633
Shakespeare
Mr Greene, Mr Petronella, Mr Slover, Mr Tobin
Consideration of Shakespeare's dramatic art as an art of coaching an audience (and readers) in how to respond to and understand his make-believes. Multiple plotting, recurring situation, contrasts and parallels in character and character relations (especially the use of theatricalizing characters who stage plays within the play), patterns of figurative language, repetition of visual effects—these and other such "structures" will be considered as means whereby Shakespeare coaxes and coaches the perception of his audience, shapes the participation of mind and feeling, and, especially, prepares audiences for comic or tragic outcomes.
4 Credits

Engl 634
Elizabethan and Jacobean Literature
Mr Greene, Mr Petronella, Mr Smith
The seminar will focus attention on a select number of English Renaissance works, representing various literary genres, ranging from the Age of Elizabeth through the Jacobean era into the Caroline period. Writers such as Shakespeare, Spenser, Sidney, Elizabeth I (and other woman writers), Marlowe, Jonson, Drayton, Daniel, Donne, Marvell, Webster, Marston, Middleton, Ford, Chapman, and Milton will be studied in the light of (1) modern critical and scholarly approaches to Renaissance themes and styles, (2) literary manifestations of Neo-Platonism, Neo-Stoicism, and political theory, and (3) parallels with developments in the graphic arts (emblem literature, visualized mythology, and the movement toward mannerist and baroque forms). Although the seminar will concentrate on a select number of texts, it will also provide an overview of the English Literary Renaissance and its connections with the Continental Renaissance. In short, the seminar will serve as both a general grounding in and a specialized study of a major literary period.
4 Credits

Engl 635
Metaphysical Poetry
Mr Greene, Mr Tobin
A survey of the major English poets called "metaphysical" in their historical context: Donne, Herbert, Vaughan, Crashaw, Marvell.
4 Credits

Engl 637
Milton
Mr Smith, Mr Tobin
A study of the poetry and major prose with particular attention to *Paradise Lost;* Milton's style, his relations to traditional literary forms, his thematic concerns; an examination of Milton criticism.
4 Credits

Engl 639
Eighteenth Century Studies
Mr Blair, Mr Knight
Study of the Enlightenment in Britain, with emphasis on the major Augustan satirists—Dryden, Swift, and Pope; and on prose writers such as Defoe and Fielding, and critics such as Addison and Johnson.
4 Credits

Engl 640
The Rise of the Novel
Mr Crossley, Mr Knight
A literary and historical study of early experiments in the shaping of the new genre of the novel. Samples, ranging from the late seventeenth century to the early nineteenth, include a variety of experimental forms. Novelists include Defoe, Fielding, Richardson, Sterne, Smollett, Austen, Scott, and the "Gothics."
4 Credits

Engl 641
Studies in Romanticism
Mr Broderick, Ms Fay, Mr Hart, Ms Smith
A search for the meaning and importance of British romanticism in poetry, fiction, and thought, with reference to the three modes: gothic (Blake and Godwin), romantic (Byron and Scott), pastoral (Wordsworth and Austen).
4 Credits

Engl 642
Victorian Literature
Mr Broderick, Ms Fay, Ms Horton
Studies in the careers and works of a few major authors such as Carlyle, Tennyson, Dickens, George Eliot, Ruskin, and Wilde, with brief excursions into the works of others. Major themes include the relations of art and society and the problems of faith and doubt, science and imagination.
4 Credits

Engl 644
Studies in Modern British Literature
Mr Lyons
The focus of the course will be on the way changes in English society consequent to the First World War are reflected in British novels after the war. We will read E M Forster's *Howard's End* as a representative novel of pre-war British society, some general works on the social and intellectual impact of the war and several novels written between 1916 and 1930. The interests of the course are twofold: the effects the war had on the ways writers looked at their world, and the ways social assumptions and attitudes get reflected in fiction.
4 Credits

Engl 645
Modern Poetry
Staff
A study of the major figures and currents in modern British and American poetry.
4 Credits

Engl 646
Literature and Society
Ms Annas, Mr Hart
A study of literature with special reference to its social and historical circumstances, and of the theoretical questions raised by such a perspective.
4 Credits

Engl 647
Irish Literary Revivals
Mr O'Connell, Mr O'Grady
A study of Irish literature from 1890 to the present. The writings of the "Irish Renaissance" in part inspired the Rising of 1916, then responded to its effects. Recent Irish writings bear similar relations to the renewed "Troubles" in Northern Ireland. The course will examine the relationships between literature and politics in the times of Yeats and Heaney. Other writers discussed: A Gregory, JM Synge, S O'Casey, J Joyce, F O'Connor, S O'Faolain, P Kavanagh, R Murphy, T Kinsella, J Montague, S Deane, D Mahon, B Friel, B Moore, J McGahern, B Kiely, E O'Brien.
4 Credits

Department of English

Engl 648
Modernism in Literature
Mr Helms
This is a course not in modern literature but in *modernist* literature—not Frost and Fitzgerald, but Joyce, Pound, Eliot, Stein, Woolf, Hemingway, Faulkner, Williams, and Stevens—writers who are to literature what Picasso, Stravinsky, and Corbusier are to painting, music and architecture. We discuss some modernist art and architecture (Cubism, Fauvism, the Bauhaus) by way of defining the characteristics of the modernist sensibility—its intense subjectivity, its love of the perverse, its rejection of traditional aesthetic order, its sense of radical rupture with the traditional past and of a relationship between writer and reader involving effort and conflict. "On or about December 1910," wrote Virginia Woolf, "human nature changed." That's where we begin—with the death of the old world and the birth of our own.
4 Credits

Engl 650
Image of America
Mr Gittleman, Mr Katz
An examination of the way in which America has responded to the concept of the new world and the image of self and nation that has evolved.
4 Credits

Engl 651
Colonial American Literature
Mr Gittleman
This seminar will closely examine texts composed by seven colonial Americans. These are women and men who—through their writings—tried to understand their contemporaries and themselves during two periods of rapid cultural change: seventeenth century Puritanism and eighteenth century Revolutionaryism. Anne Bradstreet, a first-generation Puritan, who used poetry as a way of establishing and preserving her sense of herself as a woman and as an individual. Mary Rowlandson, whose account of her life as a captive of Indians reveals a fascination with people she despised. Sarah Kemble Knight, whose difficult journey from Boston to New York in 1704 became the occasion for a witty but realistic commentary on contemporary manners and morals. Phillis Wheatley, a black slave in Boston, who liberated herself through the poems she wrote. Benjamin Franklin, whose "Speech of Polly Baker" and "The Way to Wealth" will be read for the fun of it, partly. Thomas Jefferson, who placed his draft of the Declaration of Independence in the context of his *Autobiography*. Hector St. John de Crevecoeur, whose literary experiments juxtapose ideals and realities, fictions and facts, in ways that force us to scrutinize our own twentieth-century values.
4 Credits

Engl 652
American Romanticism
Mr Gittleman, Mr Katz, Mr Stoehr
A study of critical conceptions of American Romanticism. Readings will include examples of critical writing and fiction by Brown, Irving, Cooper, Poe, Simms, Hawthorne and Melville, and poetry by Bryant, Poe, Longfellow, Lowell, Emerson and Whitman.
4 Credits

Engl 653
Major American Novelists
Mr Stoehr, Mr Katz, Ms Rudnick
A study of selected pairs of American novelists, considered comparatively. Authors include Hawthorne, Melville, James, and others.
4 Credits

Engl 654
Faulkner
Staff
A reading of all the major fiction centered in Yoknapatawpha County, with an intensive study of selected texts.
4 Credits

Engl 655
Modern American Poetry
Mr Schreiber, Mr Helms
A study of most of the acknowledged major modern American poets and some fine poets writing today: William Carlos Williams, Robert Frost, Wallace Stevens, Langston Hughes, and possibly Ezra Pound, and some poets from among the following: H.D. (Hilda Doolittle), Marianne Moore, Adrienne Rich, Judy Grahn, Gwendolyn Brooks, Gary Snyder, Allen Ginsberg.
4 Credits

Engl 656
Contemporary American Fiction
Mr O'Connell
A study of the scope (times and types) and strains (types and tensions) in the post WWII, post-Modern American novel, with special attention to the persistence of realism, the insistent presence of surrealism, and the occasional combination of the two.
4 Credits

Engl 657
The Black Presence
Mr. Gittleman
Study of selected literary texts of the last two hundred years by major and minor authors who wrote with a special consciousness of the significance of black people in American society.
4 Credits

Engl 658
Regional Literature
Mr Blair
Regional consciousness in representative works of modern American writers of the South and New England; the roles that the sense of history, the sense of place, and the response to the natural world play in the work of Southern and New England writers.
4 Credits

Engl 659
Women in Literature
Staff
Through reading fiction by American authors from the eighteenth to the twentieth centuries, we will attempt to identify the characteristics of female characters and to understand the historical, ideological and aesthetic reasons for both the persistence and the modification of the underlying images. The influence of gender, ethnicity, geographical setting, and major literary movements such as romanticism and realism will be examined. Short stories by such authors as Washington Irving, Nathaniel Hawthorne, Herman Melville, Henry James, Sarah Orne Jewett, Alice Cary, Harriet Beecher Stowe, and Alice Walker will be studied first to establish the range and variety of images. Following these, we study novels by such authors as Rowson, Hawthorne, Stowe, James, Wharton, Cather, Roth, Hurston, and Morrison. Some basic acquaintance with American literature is assumed.
4 Credits

Department of English

Engl 661
Studies in American Literature: New York, New York
Mr Grove
The city of New York, as viewed by American authors both past and present, will be the focus of this course. Close attention will be paid to the rich manner of portrayal of this most potent American city, as well as to the role of New York as a destiny shaper in the lives of characters in both fiction and poetry. All areas of the city will be treated, from Brooklyn to the Upper East Side. Authors include Whitman, Stephen Crane, James, Hart Crane, and several contemporary novelists.
Prerequisite: Admission to English MA Program or permission of Graduate Program Director.
4 Credits

Engl 662
Modern Black Writers
Ms Washington
The 250 year old history of black (North) American literature has sometimes converged with mainstream American literature but more often it has been a separate and distinct tradition. From the early slave narratives to contemporary texts, the tradition of letters among black Americans has arisen out of certain unique imperatives: the need to create a self in a world that tried to diminish that self; the search for political freedom and power; the sense of connectedness to a community. We will consider the origins of this tradition in the slave narratives of Frederick Douglass and Linda Brent; its development in the fiction of early twentieth century writers like Chesnutt, Dunbar, DuBois and Harper; its growth through the Harlem Renaissance; and its flowering in major contemporary writers Wright, Baldwin, Ellison, Brooks, Marshall, Morrison and Walker. The course will also be directed towards an understanding of the historical "problems" of Afro-American writers; the black writer vs. the white audience; the aesthetic vs. the protest tradition; the sense of "double consciousness" in black writers: male domination of the Afro-American canon. To address the issue of women in the canon, we will study these texts in pairs, one by a woman writer and one by a man, to determine how the traditional courses, historical problems, and narrative strategies of the Afro-American tradition have until recently denied women an equal place in that tradition.
4 Credits

Engl 670
Philosophy and the Composing Process
Staff
Current rhetorical theory emphasizing the process of composing has developed several models which are nevertheless linear (pre-writing, writing, re-writing is the most popular). But writers and teachers of writing need ways of apprehending the all-at-onceness of composition. This seminar offers opportunities to develop philosophical perspectives on perception and forming; language and the making of meaning; interpretation in reading and teaching. We will explore the pedagogical and practical implications of a broad range of theories of language and knowing by means of experimental writing and by the study of essays, letters, talks, etc., by scientists, artists, and philosophers. Students choosing to concentrate in composition for the English MA are required to take this course at or near the start of their programs.
4 Credits

Engl 671
The History of Children's Literature
Ms Shaner
This course provides an overview of the field of children's literature and its development. The subject matter will be approached with both critical and scholarly attitudes, and works will be examined in historical and cultural contexts. Topics and texts include: myth, folk, and fairy tale; children's books from the Middle Ages and Renaissance, through materials of colonial America, the nineteenth century moralists and fantasists, to modern classics, with consideration as well of critical theories and questions of pedagogy.
Prerequisite: Admission to the English MA Program or permission of the English Graduate Program Director.
2½ Lect Hrs, 4 Credits

Engl 691
New Approaches to Medieval Literature
Staff
A study of revolutionary modern critical thought on medieval literature, such as the *Beowulf,* Chaucer's *Troilus*, and medieval drama. The course examines medieval literary and critical theory, the "historical" approach of 19th century critics, and the seminal essays and books of 20th century scholars.
4 Credits

Engl 692
Problems in Modern Criticism
Mr Bruss, Mr Divver, Mr Greene, Ms Horton
An introduction to some important modern critics: TS Eliot, IA Richards, Northrop Frye, Harold Bloom, Freud, DH Lawrence, Kenneth Burke, George Lukacs, Walter Benjamin, Sartre, Raymond Williams, and perhaps Blanchard, Blanchot or Derrida. The emphasis will be on some problems these critics face: defining their function, choosing a method, adopting an epistemology, setting formal aims. We will consider how the three "schools" these critics represent (the Aesthetic, the Synthetic, and the Radical) offer varying solutions to these problems.
4 Credits

Engl 697
Special Topics in Literature and Composition
Staff
Experimental new graduate seminars on special subjects may be offered once from time to time under this heading. Topics are announced annually. Recent offerings (now under development as regular new courses) include Writing and the Media; Studies in Modern American Literature; Twentieth Century Black Writers; Folklore and American Literature; History of Children's Literature.
4 Credits

English as a Second Language Center

Faculty

Vivian Zamel, Associate Professor and Director; Wendy Schoener, Lecturer

The English as a Second Language Center

The ESL Center offers intensive course work in English for students whose native language is not English. These courses focus on listening/speaking, reading, grammar, and writing and are designed to help prepare ESL students for university-level study. In addition, the center helps advise students and provides other university-related assistance. Students are placed into ESL Center courses after taking a diagnostic test and consulting with an ESL advisor.

While all ESL courses carry credit during the semester they are taken, *only ESL 100D carries credit toward graduation.*

ESL 100A
Oral/Aural Skills for Students of English as a Second Language (ESL)
ESL Staff
This course focuses on developing speaking and listening skills that will help students function within their other academic course work. Students are enrolled in the course after having taken the diagnostic test administered by the ESL staff.
4 Lect Hrs, 4 Credits

ESL 100B
Reading Comprehension for Students of English as a Second Language
ESL Staff
This course is designed to improve students' ability to comprehend a variety of reading material. Students are enrolled in the course after having taken the diagnostic test administered by the ESL staff.
4 Lect Hrs, 4 Credits

ESL 100C
Fundamentals of English for ESL Students
ESL Staff
This course is a basic review of English grammar and an introduction to paragraph-level writing. Students are enrolled in the course after having taken the diagnostic test administered by the ESL staff.
4 Lect Hrs, 4 Credits

ESL 100D
Fundamentals of English II for ESL Students
ESL Staff
This course focuses on the control and mastery of more complex sentence structures and on the organization and development of writing. Students are enrolled in the course after having taken the diagnostic test administered by the ESL staff.
4 Lect Hrs, 4 Credits

ESL 100E
Advanced Reading Comprehension
ESL Staff
This is an advanced level reading comprehension course. The readings are more complex than those of ESL 100B in terms of content, syntax, and vocabulary. In addition to addressing reading skills such as skimming, scanning and determining the main idea, students will practice summarizing, paraphrasing and outlining their readings. Furthermore, this course will focus on strategies for developing vocabulary.
Prerequisite: Completion of ESL 100B or Placement.
4 Lect Hrs, 4 Credits

ESL 100F
Advanced Oral Skills
ESL Staff
In addition to focusing on oral/aural communication skills, this course will address the development of these skills for academic purposes. Students will be given practice with listening to academic lectures and talks in order to better understand the strategies that speakers use. They will further learn how to determine main and supportive ideas and to take notes as they listen. Finally, they will put these skills into practice by preparing oral presentations and participating in small-group problem-solving tasks and class debates.
Prerequisite: ESL 100A or Placement.
4 Lect Hrs, 4 Credits

Department of French

Faculty

Gerald C Volpe, Associate Professor and Chairperson; Professors Jean Collignon, Michel Philip, Brian Thompson; Associate Professors Jeanne Ambrose, Monique Stern; Assistant Professor Rose Abendstern; Instructor Marilyn Sorenson.

The Department

The French Department offers a strong and varied program in French language, literature, and civilization. Our courses are open to all students on campus, and we encourage students from other disciplines and departments to develop a knowledge of a second language and culture in conjunction with their own majors. By both training and inclination, the French Department is committed to an interdisciplinary approach to French studies. Many of our courses are interdisciplinary in nature. We urge French majors to develop at least one complementary area of competence—such as history, political science, art, music, or others. Because we recognize the importance of a strong linguistic and cultural "home base," French is used as the normal language of communication within the department, and most of our courses are conducted entirely in French.

Department of French

Requirements and Recommendations

The Major

Majors are required to take a minimum of ten departmental courses at the 300 or 400 level. At least five of these must be taken at UMass/Boston. Students choosing to major in French may to a large extent design a program which reflects their own interests and objectives. Only *three* specific courses (or their equivalents) are required of all students: French 301, 302, and 303.

Beyond these three courses, majors may group the remaining seven required courses on one of two tracks. The track in French literature requires at least *five* upper-level literature courses, representing at least *three* different centuries; plus at least two upper-level courses in language or culture. The track in French language and culture requires at least *five* upper-level courses in language or culture; plus at least two upper-level courses in literature.

Specific information about matching particular courses to either of the two tracks is available from the departmental advisor to majors, or from the chairperson.

Other requirements for majors:

1. Students must attain a 2.5 GPA in the major by the time they graduate.
2. No upper level course may be taken for major credit on a pass/fail basis.

The Minor

Students majoring in another discipline may minor in French. They should discuss their program with the departmental chairperson. Minimal requirements include:

1. Intermediate competence (French 201-202 or equivalent)
2. French 301 *Composition et stylistique* (or equivalent)
3. Three additional courses at the 300 or 400 level, in French language, literature or civilization.

Honors

To graduate with departmental honors, the French major must work on an honors thesis written in French under the direction of an advisor from the French faculty, and make an oral defense of this thesis in which the candidate is asked questions in the general area of his or her written work. The honors thesis and the oral defense are evaluated by a departmental Honors Committee.

The candidate must also attain at least a 3.5 GPA in major courses and a 3.0 GPA overall. Further information about departmental honors is available from the department chairperson.

Year of Study in France

Each year the French Department sponsors a full academic year of study in Paris (mid-September to mid-June) under the direction of a member of our UMass/Boston faculty and a resident French assistant. The program is not limited to French majors, but all applicants must have sufficient training in French (at least four or five semesters of successful college-level French, or equivalent) and the approval of their major department.

Our program is one of the least expensive ways to spend an academic year in Paris: the fee includes room, board, tuition, and round-trip travel, as well as visits within and outside Paris, a theater course in which students attend a different play each week, and special courses and tutorials offered by the Director and the Assistant in Paris. Students enroll at the Sorbonne or other *facultés* of the University of Paris according to their interests and abilities. In addition to formal course work, the intense artistic and cultural life of Paris offers an experience unequaled anywhere else in the world.

Transfer Credit Policy

Transfer students must complete at least fifteen of the thirty credits for the major under the auspices of the French Department.

French C165
Masterpieces of French Literature
Staff
Selected French masterworks in English, from the Middle Ages to the end of the nineteenth century, such as the *Song of Roland, Lancelot,* Montaigne's *Essays, Gargantua,* Molière's *Don Juan, The Marriage of Figaro, Candide,* and the poetry of Victor Hugo and Arthur Rimbaud, each studied in the context of its contemporary civilization. The literary texts serve as models of artistic creativity, as touchstones of the fundamental principles of art in general. The basic skills emphasized are writing and critical thinking, and the main method of analysis is *explication de texte.* In English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

French C167
French Comedy
Staff
Intensive training in reading, discussing and writing about comic theater in France from the fifteenth century to the present. Two plays by Aristophanes define the genre, then works by Beaumarchais, Molière, Labiche, Jarry, Ionesco, Beckett, and Duras are considered. Weekly written assignments are designed to develop practical critical skills. In English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

French C271
The Feminine Presence in French Literature
Staff
Novels, essays, short stories and autobiography by or about French women from the twelfth century to the present. Specific emphasis on women's access to literature (reading and/or writing for publication) and the evolution of prescribed feminine roles in literature. Students must keep a reading journal of 5-7 pages per week. Intensive training in textual analysis and critical evaluation. Works by Chrètien de Troyes, Mme de LaFayette, Mme de Sévigné, Flaubert, Sand, Colette, De Beauvoir, Duras, and Wittig. In English.
Prerequisite: One semester of writing. WoSt C100 strongly recommended.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

French C275
Freedom, Evil, and Guilt: Religious Dimensions in Modern French Literature
Mr Thompson
Interdisciplinary in approach, this course investigates essential questions which human beings have always asked about themselves and their world as they have been formulated and expressed by some major figures in modern French literature. These include divergent views: Sartre's militant atheism, Camus' agnosticism, the radical belief of Mauriac and Bernanos. The course focuses on such issues as God and human freedom; suffering and evil in the world; responsibility and guilt; the self and the other; solitude and solidarity; death. Through reading, writing assignments, and discussion, students are encouraged to analyze these issues, and to think critically about their own education, attitudes, and experience. This course is taught in English.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Department of French

French 101
Elementary French I
Ms Ambrose and Staff
Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in French. Weekly laboratory attendance and assignments required.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

French 102
Elementary French II
Ms Abendstern and Staff
A continuation of French 101. Intensive practice in the four language skills, with an audio-lingual approach, for students who have completed French 101 or its equivalent. Weekly laboratory attendance and assignments required.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

French 103
Beginning French for Reading Knowledge
Ms Sorenson
This course is designed specifically for rapid acquisition of ability to read French texts in the original language. Both literary and non-literary texts will be used. All discussions, papers and examinations will be in English. Only students with no creditable training in French will be admitted. This course does not fulfill any part of the language requirement.
Distribution Area: Foreign Languages.
3 Lect Hrs, 4 Credits

French 115
Basic Oral French
Mr Thompson and Staff
A review of French for students who have some background in the language, but no creditable training and weak oral skills. This course prepares students to continue French at the intermediate level. Although attention is paid to all four language skills, the emphasis is on aural-oral communication. Weekly laboratory attendance and assignments required.
Prerequisites: Background in the language and placement exam. See department.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

French 171
France Today:
How the French People Live and Think
Mr Volpe
This course attempts to answer the question: What does it mean to be French in the contemporary world? Participants examine stereotypes, and study aspects of a vibrant people's culture, especially as they are reflected in everyday life.
This course is given in English. No knowledge of French is required.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

French 201
Intermediate French I
Ms Ambrose and Staff
This course seeks to help students attain the level of intermediate proficiency in speaking, listening, reading, and writing, through imaginative and personalized activities that are relevant to student interests. These activities include an introduction to the culture and literature of the French-speaking world. Weekly laboratory attendance and assignments required.
Prerequisite: French 102, 115 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

French 202
Intermediate French II
Mr Collignon and Staff
This course seeks to build on the level of achievement reached in French 201. Participants study a variety of literary and cultural texts as models of written expression. Weekly laboratory attendance and assignments required.
Prerequisite: French 201 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

French 203
Intermediate French III
Staff
Readings in French on contemporary France and French-speaking cultures—from newspapers for politics, current events, reviews of art and musical events among others and from magazines and cultural texts as distinct from purely literary texts—with discussion in French.
Prerequisite: French 115, or French 201 or equivalent.
Distribution Area: Foreign Languages.
4 Lect Hrs, 4 Credits

French 204
French for Business
Ms Stern
An intermediate level course introducing the language and concepts of French business and notions of the French economy. Readings in French on economic and business issues are drawn from a text, and from current papers, journals, and magazines.
Prerequisite: French 201 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

French 240
French Conversation
Ms Stern and Staff
Daily practice in conversation on a wide variety of subjects, with a view toward building vocabulary and fluency.
Prerequisites: French 202 or equivalent, and permission of instructor.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

French 262
Contemporary French Theater
Mr Collignon
Some of the masterpieces of French theater from Giraudoux to the theater of the absurd. Given in English: no knowledge of French required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

French 264
French Existential Literature
Mr Thompson
Major works by Camus, Sartre, DeBeauvoir, Marcel. Given in English: no knowledge of French required.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Department of French

French 266
The French Cinema
Mr Philip
Thematic and formal trends in the French cinema, in the context of relevant developments in literary, cultural and political history. Films by Vigo, Bunuel, Renoir, Clair, Dulac, Cocteau, Resnais, Carné, Truffaut, Godard and Rohmer. No knowledge of French required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

French 300
Style et culture
Mr Collignon
A course designed for students at an intermediate level of competence in French. It aims at developing their reading and especially their writing in the French language by assigning them weekly essays based on articles taken from current newspapers and magazines published in French. The course will also strengthen students' knowledge of France and other French-speaking countries.
Prerequisite: French 202 or equivalent.
3 Lect Hrs, 3 Credits

French 301
Composition et stylistique
Mr Philip and Staff
A course in written expression beyond the intermediate level. Emphasis is on composition as well as on grammatical and stylistic analysis of contemporary texts.
Prerequisite: French 202 or equivalent, or permission of instructor.
3 Lect Hrs, 3 Credits

French 302
Initiation à la littérature et à la civilisation françaises: Depuis le Moyen Age jusqu'a la fin du 17th siècle
Ms Abendstern and Staff
French literature and culture from the Middle Ages to the end of the seventeenth century. Selected readings from *Chanson de Roland*, courtly novels, lyric poetry of the Middle Ages and Renaissance, Rabelais, Montaigne, Corneille, Racine, Molière, LaFontaine, with lectures on the cultural backgrounds of the periods under study.
Prerequisite: French 301 or permission of instructor.
3 Lect Hrs, 3 Credits

French 303
Initiation à la littérature et à la culture françaises—18e et 19e siècles
Ms Stern and Staff
French literature and culture of the eighteenth and nineteenth centuries. Selected readings from Didérot, Marivaux, Voltaire, Rousseau, Chateaubriand, Lamartine, Hugo, Vigny, Musset, Balzac, Baudelaire, and Zola, with lectures on the cultural background of the periods studied.
Prerequisite: French 301 or permission of instructor.
3 Lect Hrs, 3 Credits

French 334
Poètes et chansonniers
Mr Thompson
The tradition of the chanson in France, from the Medieval troubadours to modern times, with contemporary author-composers: Brassens, Brel, LeForestier, and others.
Prerequisite: French 201-202 or permission of instructor.
3 Lect Hrs, 3 Credits

French 361
Modern French Novel in Translation, 1900-1935
Staff
Works by Proust, Cocteau, Gide, Saint-Exupery and Malraux. Readings in English; no knowledge of French required.
3 Lect Hrs, 3 Credits

French 362
Modern French Novel in Translation, 1935 until the Present
Staff
Works by Sartre, Camus, Mauriac, Robbe-Grillet and Genet. No knowledge of French required. English translation.
3 Lect Hrs, 3 Credits

French 400
Histoire de la langue française
Ms Ambrose
Survey of the evolution of French from spoken Latin to the modern language with analysis of texts from each major period.
Prerequisite: French 301, 302, 303 or equivalents, or permission of instructor.
3 Lect Hrs, 3 Credits

French 401
Moyen Age
Mr Volpe
Literature as a reflection or a distortion of society from the eleventh to the fifteenth century, with emphasis on human beings in revolt against or in harmony with their milieu—Roland, Lancelot, Tristan, Adam, Reynard the Fox, Saintly King Louis, Pathelin, François Villon. Works are read in modernized versions.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs, 3 Credits

French 403
Phonétique et diction
Ms Ambrose
Detailed analysis of the sound system, with study of the main phonological processes of French. Distinguishing features of French and English are emphasized.
3 Lect Hrs, 3 Credits

French 404
Comparative Syntax
Ms Ambrose
A comparative study of French and English syntax. This course is based on the principles and methods developed within the framework of generative grammar.
Prerequisites: Advanced level of French and permission of instructor.
3 Lect Hrs, 3 Credits

French 405
Poésie lyrique et didactique médiévale
Mr Volpe
A study of the origins, development and evolution of lyric poetry from the Troubadours to the Rhetoriqueurs with special emphasis on the themes of love and marriage and the changing image of women. Works will be read in modern versions, but students will have the opportunity to compare modern texts to the originals in Old French.
3 Lect Hrs, 3 Credits

French 411
Thème et version
Mr Collignon and Staff
Translation from English into French, and from French into English, with analysis of the grammatical and stylistic problems presented by the texts.
Prerequisites: French 301, 302 and a course in French literature; or permission of instructor.
3 Lect Hrs, 3 Credits

French 413
L'Epoque de Rabelais
Mr Volpe
Chronological survey of French literature in the sixteenth century, with emphasis on continuity with the Middle Ages, consciousness of the New Age, and Italian influence. Readings from Marot, Rabelais, Calvin, Scève, Labé, Marguerite D'Angoulème, du Bellay, and Ronsard until 1560.
Prerequisite: French 302.
3 Lect Hrs, 3 Credits

Department of French

French 414
L'Epoque de Montaigne
Mr Volpe
Readings from Ronsard after 1560, Garnier, Montaigne, Sponde, and d'Aubigné. Mannerism and the baroque.
Prerequisite: French 302.
3 Lect Hrs, 3 Credits

French 431
La Littérature du 17e siècle: Théâtre
Mr Philip
Selected plays of Corneille, Racine, Molière. Close readings in the context of the social background.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs, 3 Credits

French 432
Littérature du 17e siècle: Poésie et prose
Mr Philip
Works by Bossuet, Boileau, LaFontaine, Madame de LaFayette, La Rochefoucauld, Madame de Sevigné, La Bruyère, Descartes, Pascal.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs, 3 Credits

French 441
Théâtre et roman du 18e siècle
Ms Stern
Plays by Marivaux and Beaumarchais, and novels by Voltaire, Didérot, J J Rousseau, Laclos, and Prevost, among others.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs, 3 Credits

French 442
L'Age des Lumieres (18e siècle)
Ms Stern
Philosophical texts by Montesquieu, Didérot, Voltaire, and Rousseau; L'Encyclopédie.
Prerequisite: French 302 or permission of instructor.
3 Lect Hrs, 3 Credits

French 451
Poésie romantique
Ms Abendstern
Chateaubriand, Lamartine, Hugo, Vigny, Musset, and Nerval.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs, 3 Credits

French 452
Roman et théâtre romantiques
Ms Abendstern
The French romantic theater and novel of Hugo, Vigny, Musset, Sand, Balzac, and Stendhal.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs, 3 Credits

French 455
Poésie symboliste
Mr Philip
Works selected from the poetry of Baudelaire, Verlaine, Rimbaud, and Mallarmé.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs, 3 Credits

French 456
Poésie du 20e siècle
Mr Philip
Works by Claudel, Apollinaire, Valéry, and Eluard, among others.
Prerequisite: French 302, 303 or permission of instructor.
3 Lect Hrs, 3 Credits

French 464
Roman du 20e siècle
Mr Collignon, Mr Thompson
Discussion of representative twentieth century novels, by Camus, de Beauvoir, Beckett, Malraux, Robbe-Grillet, Sartre, Mauriac, and Duras.
Prerequisites: French 302 and 303 or permission of instructor.
3 Lect Hrs, 3 Credits

French 465
Théâtre du 20e siècle
Mr Collignon
Discussion of representative twentieth-century plays by such dramatists as Jarry, Feydeau, Claudel, Giraudoux, Montherlant, Sartre, Camus, Ionesco, Genet, Beckett, and others.
Prerequisite: French 302 and 303 or permission of instructor.
3 Lect Hrs, 3 Credits

French 475
Civilisation contemporaine
Mr Philip
The stdy of various aspects—historical, political, social, economic, and cultural—of today's France.
Prerequisite: French 302, 303 or equivalent.
3 Lect Hrs, 3 Credits

French 476
Civilisation française I
Mr Volpe
The study of various aspects—historical, political, social, economic, and cultural—of France, from the Middle Ages to the end of the seventeenth century.
Prerequisite: French 302, 303 or equivalent.
3 Lect Hrs, 3 Credits

French 477
Civilisation française II
Mr Philip
The study of various aspects—historical, political, social, economic, and cultural—of France, during the eighteenth and nineteenth centuries.
Prerequisite: French 302, 303 or equivalent.
3 Lect Hrs, 3 Credits

French 478, 479
Independent Study
Staff
For seniors with a GPA of at least 3.0 in the French major who wish to pursue a research topic in depth; the subject will be selected in consultation with a faculty member, and must also have departmental approval.
Prerequisite: Permission of instructor and chairperson of department.
Hrs by arrangement, 3 Credits

French 480
Français commercial
Ms Stern
The objective of this course is to teach the language of business transactions, as well as the transactions themselves. The course is open to students who already have a good command of written and oral French. It will familiarize them with notions of the French economy, with commercial correspondence, and with the translation of economic and business texts. Students will have the option of taking the international exam of the Chamber of Commerce of Paris, the *Certificat pratique de français commercial et économique.*
Prerequisites: French 301; junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

French 489
Le Cinéma français
Mr Philip
Thematic and formal trends in the French cinema. Films by Vigo, Bunuel, Clair, Dulac, Cocteau, Carné, Chabrol, Truffaut, Godard, Resnais, and Rohmer. Students having received credit for French 266 may not take French 489 for credit. For the same course not requiring a knowledge of French, see French 266.
3 Lect Hrs, 3 Credits

French 490
Special Topics
Staff
Topics vary each semester according to instructor.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

French 498, 499
Honors Thesis in French
Staff
Independent and original investigation and study under the supervision of a faculty advisor. An oral defense of the thesis before members of the French Department is required.
Prerequisite: Departmental permission.
Hrs by arrangement, 3 Credits

Freshman Studies Program

Department of French

French 500
Present Day France: an Update
Staff
This course, intended for high school teachers of French, is designed to help update their knowledge of contemporary France since the 1981 election of a socialist party government. Topics include the French way of life; domestic and international politics; national defense; the French economy and finances; moral and religious issues; the media; language; education; literature and the arts. Discussions also focus on the role of France in the world and among French-speaking countries, and France's relations with its former colonies and with the United States. The course, conducted in French, makes use of newspapers, magazine articles, TV programs, audio and video cassettes, and film. Lectures, guest lectures, class discussions, reports by individual students, short written assignments, and a final examination are also in French.
3 Lect Hrs, 3 Credits

Director

Suzy Groden

The Program

The Freshman Studies Program is designed generally to orient students to the essential elements of college learning, and specifically to introduce them to the process of original research. Students are drawn into the active investigation of intellectually challenging questions, in a seminar organized around the intensive study of a single theme over one semester. Faculty members from several departments and programs—Anthropology, English, French, German, History, and Women's Studies—teach sections of the freshman studies seminar, giving intensive instruction, both in class and in individual conferences, on every aspect of the process of generating and pursuing an original research project. Students discover and consider areas of controversy in a particular area of study, develop questions on the theme they have focused on, and seek answers through the use of texts and interviews. The program seeks to help introduce students to the academic world.

Requirements and Recommendations

The Freshman Studies Program serves particularly those students who need extra help with their reading and writing skills during their first year. Most students who have matriculated through the Developmental Studies Program* will participate in the Freshman Studies Program during the succeeding year. The program is also open to other freshmen; students wishing to enroll in the freshman studies seminar must have either completed or been placed into English 101 at the time they enroll in freshman studies.

FS C101
Freshman Studies Seminar
Staff
Each section of the course focuses on one general theme, varying with the instructor. Individual students work on specific aspects of that theme under the guidance of the instructor. Course activities emphasize use of the university library, the analysis and interpretation of different types of information, and the development of an elaborated academic paper, based on each student's particular area of investigation. Issues considered in freshman studies seminars have included, among others, concepts of family and community, the experience of immigration, the nature and function of comedy, the roots of the current situation in Central America, forms of superstition, the culture of native Americans, the Latin American experience, the origins of the human race, social conflict and its resolution in different cultures, and the village as a way of life.
Distribution Area: Historical and Cultural Studies.
Prerequisite or corequisite: Engl 101.
*For information on Developmental Studies, see the section of this publication on Special Programs in the College of Arts and Sciences.

Department of Geography and Earth Science

Faculty

Janet E Duncan, Professor and Chairperson; Professors John F Looney, Michael G Mensoian, Robert W Spayne; Associate Professor Andrew N Genes; Assistant Professors Richard B Gelpke, David A Nellis

The Department

The Geography and Earth Science Department is in the process of restructuring its curriculum in order to provide students with a more comprehensive program in the area of geography and simultaneously to phase out the major program in earth science. During the present transition period, students in the department must consult their departmental advisors before each registration period and in order to be aware of the schedule for the curriculum changes. Students will continue to meet the graduation requirements in effect when they became majors, unless they choose to change to the new curriculum.

The Department meets the Commonwealth of Massachusetts and ICC subject certification requirements in Geography and Earth Science. Qualified students in the Department automatically become transcript-certified in thirty-one participating states upon completion of the approved academic program.

Requirements in Effect Through Spring, 1989

Courses in the Department of Geography and Earth Science are divided into five broad categories: Systematic, Topical, Regional, Skills and Techniques, and Research. These categories include both Earth Science and Geography courses. Earth science courses followed by an asterisk may, after consultation with a faculty advisor, be credited toward the geography major. Geography courses followed by an asterisk may, after consultation with a faculty advisor, be credited toward the earth science major.

I. Systematic Courses:

A. Systematic Earth Science Courses include:
GES 105 (Earth Science I)
GES 106 (Earth Science II)
GES 110 (Physical Geology)
GES 111 (Historical Geology)
GES 225* (Weather and Climate)
GES 226 (Physical Oceanography)
GES 227 (Marine Resources)

B. Systematic Geography Courses include:
GES 101* (The Global Environment)
GES 221* (Urban Physical Environment)
GES 270 (Urban Geography)
GES 280 (Economic Geography)
GES 290 (Historical Geography)
GES 352 (Political Geography)

II. Topical Courses

A. Topical Earth Science Courses include:
GES 302* (Geomorphology)
GES 303 (Mineralogy)
GES 304 (Petrology)
GES 310 (Structural Geology)
GES 312 (Glacial and Quaternary Geology)
GES 315 (Economic Geology)
GES 324* (Coastal Zone Management)
GES 326* (Coastal Geomorphology)
GES 330 (Groundwater)

B. Topical Geography Courses include:
GES 275 (Urban Land Use)
GES 340 (Planning and Land Use Law)
GES 375 (Urban Planning)
GES 378* (Resource Management)

III. Regional Courses
GES 102 (World Regional Geography)
GES 250 (Geography of Anglo-America)
GES 251 (Geography of Latin America)
GES 253 (Geography of the Middle East and Northern Africa)
GES 301 (Geology of North America)

IV. Skills and Techniques Courses
GES Z130 (Map Reading and Analysis)
GES 260 (Cartography)
GES 360 (Digital Cartography)
GES 370 (Remote Sensing)
GES 380 (Geographic Information Systems)
GES 401 (Field Methods)

V. Research Courses
GES 478-479 Independent Study
GES 480 Special Topics

Courses by Department Invitation Only
GES 444 Co-operative Education Program
GES 499 Practicum

Major and Minor Requirements in Effect Through Spring, 1989

All majors choose to concentrate in one of the department's two areas, either Geography or Earth Science. Majors must complete ten departmental courses in their major area; minors must complete six.

Geography: Geography majors graduate with the BA degree.

GES 151 (Human Geography) is required of all geography majors and minors. Majors must elect their remaining courses from department categories as follows: three courses from Systematic and three courses from Topical offerings, and one each from Regional, Skills and Techniques, and Research. Minors must elect one course from each of the five departmental categories.

Earth Science: Earth science majors graduate with the BS degree.

Earth Science majors and minors must take GES 105 (Earth Science I) and GES 107 (Earth Science Laboratory) or 110 (Physical Geology). For majors, the remaining nine courses must be distributed as follows: three from the Systematic and three from the Topical offerings; one each from Techniques and Skills, and Research; and GES 301 (Geology of North America).

Earth Science majors must complete the BS requirement as follows:

1. Fulfill the departmental requirements as outlined above.
2. Complete a one semester course in statistics (Math 125 is recommended by the department).
3. Complete six courses chosen from among the offerings of the following departments: Chemistry, Physics, Biology, Mathematics and Computer Science (beyond 130).

Earth Science minors must elect one course from each of the department categories, in addition to GES 105 and 107.

All majors and minors in the department are assigned a faculty advisor. Students must consult with their advisor on all academic matters and must obtain their advisor's consent prior to registering for any courses to be credited toward their major or minor in Geography.

Department of Geography and Earth Science

Major and Minor Requirements in Effect Starting Fall, 1989

Geography majors may graduate with either the BA or the BS degree.

To receive the BA, the student takes GES 101 (Physical Geography) and 102 (World Regional Geography), one course in the Skills and Techniques area, and seven other departmental courses, of which two must be at the 300 level, and one must be at the 400 level. Individual programs must be approved by the student's advisor.

The student seeking to graduate with the BS degree completes the above requirements, and the following additional requirements:

1. At least one departmental laboratory course,
2. Math 125 (Introductory Statistics),
3. either Math 130 (Precalculus) or Math 135 (Survey of Calculus), and
4. six other courses from among those offered by the Departments of Biology, Chemistry, Mathematics and Computer Science (above the level of Math 130), and Physics.

To complete the minor, the student takes GES 101 and 102, and four departmental electives, of which two must be at or above the 300 level.

All students should consult their departmental advisors regarding mathematics, statistics, and computer science requirements for advanced courses.

Transfer Credit Policy

Transfer students must complete a minimum of five appropriate courses in their major or three appropriate courses in their minor at UMass/Boston.

GES 101
The Global Environment
Mr Gelpke
Consideration of the physical geographic environment. Topics include analysis of location on the globe (maps), the atmosphere and oceans, climate, soils, vegetation, and landforms. Positive and negative interaction of human beings with these aspects of the environment is examined where appropriate.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

GES 102
World Regional Geography
Mr Gelpke
An analysis of physical and human geographic factors, including landforms, climate, soils, resources, population and other factors where appropriate, in selected world regions. Major world regions are discussed with respect to the interaction between human beings and their environment. Each region is studied to develop major physical and human geographic principles or relationships.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

GES 105
Earth Science I
Mr Genes, Mr Looney
An introduction to geoscience, integrating such fields as geology, meteorology, oceanography, and physical geography. Emphasis is placed on understanding geophysical processes of importance to man and his environment. Topics include the origin of the earth, energy and material resources, earthquakes, volcanism, tides, glaciation, atmospheric behavior, climate and environmental impact of technology.
Corequisite: GES 107.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

GES 106
Earth Science II
Mr Genes, Mr Looney
Continuation of GES 105.
Prerequisite: GES 105.
Corequisite: GES 108.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

GES 107
Earth Science Laboratory I
Mr Genes, Mr Looney
A laboratory course designed to accompany GES 105. Basic experiments include: examination of minerals, rocks, and fluid earth materials; analysis of sedimentary processes and weathering; study of diverse geological processes using topographical and geological maps; aerial maps and photographs; field trips.
Corequisite: GES 105.
2.5 Lab Hrs in alternate wks, 1 Credit

GES 108
Earth Science Laboratory II
Mr Genes, Mr Looney
Continuation of GES 107. A laboratory course designed to accompany GES 106.
Corequisite: GES 106.
2.5 Lab Hrs in alternate wks, 1 Credit

GES 110
Physical Geology
Mr Genes, Mr Nellis
A survey of the processes which affect the earth, the materials of which the earth is formed, and the earth's internal structure.
Distribution Area: Natural Sciences.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

GES 111
Historical Geology
Mr Genes, Mr Nellis
A general survey of the physical evolution of the earth through time from its beginnings to the present. Temporal relationships of mountain-building episodes, economic mineral resources, distribution of continents and ocean basins and paleo-life are among the topics examined. Emphasis is placed on methodology and techniques used to ascertain time relationships and how they are applied to the development of a geologic time scale.
Distribution Area: Natural Sciences.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

GES Z130
Map Reading and Analysis
Staff
This course examines in detail the purpose and function of maps, and how they communicate. Topics include the ways in which data is gathered and classified, and how physical reality is transformed into maps and symbols; concepts of distance, direction, and position on the earth's surface; how these concepts result in the methods and techniques of making maps; the physical and cultural aspects of map interpretation. The unifying thread of the course is the analysis of the spatial concepts and patterns of maps.
3 Lect Hrs, 3 Credits

GES 221
The Urban Physical Environment
Ms Duncan
An introduction to the physical environment of the city; the factors that limit or constrain human activities and the impacts of man-made conditions on the environment. Topics include: Topography, geology, the urban heat island, water, waste disposal, pollution problems, and planning for reduced hazards and impacts.
Distribution Area: Natural Sciences.
3 Lect Hrs, 2 Lab Hrs, 3 Credits

Department of Geography and Earth Science

GES 225
Weather and Climate
Mr Mensoian
Atmospheric processes forming the basis for weather patterns and climatic development on a global scale. Earth-sun relationships, heating and cooling of the atmosphere, atmospheric circulation, pressure patterns, air mass formation and frontal systems, vertical zonation of climate, and the Koppen System for evaluating and classifying climatic phenomena will be major topics.
Prerequisite: Sophomore standing.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

GES 226
Physical Oceanography
Mr Looney
The development of oceanography as a science. An introduction to the early contributors to oceanography as well as the evolution of vessels for oceanographic research, and an introduction to methods and techniques in physical oceanography. Discussion of the geological setting and plate tectonics as this theory affects other areas of oceanography. The study of coastal processes and their effect on the coast. The course concludes with a consideration of the origin of sea water, its movements (currents, tides, waves, etc.) and its composition.
Prerequisite: Sophomore standing or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

GES 227
Marine Resources
Mr Looney
Major emphasis on the commercial invertebrates and vertebrates (mainly fish) with respect to their distribution, methods of catching and commercial values. Minerals, energy and transportation are also examined as marine resources.
Prerequisite: Sophomore standing or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

GES 250
Geography of Anglo-America
Mr Gelpke
Evaluation of the geographic environment and its relationship to regional differentiation and development of the U.S. and Canada. Subjects include population distribution, physical factors (landform, climate, soils) which contribute to human patterns of land tenure, economic integration plans, urbanization, industrialization, resource imbalance and spatial differentiation and integration.
Prerequisite: Sophomore standing.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

GES 251
Geography of Latin America
Mr Mensoian
Evaluation of the geographic environment and its relationship to regional differentiation and development. Topics include land tenure and distribution systems, economic integration plans, trade patterns, urbanization, land-use patterns, resource imbalance, industrialization, and spatial integration.
Distribution Area: Social and Behavioral Sciences.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

GES 253
Geography of the Middle East and Northern Africa
Mr Mensoian
Evaluation of the geographic environment and its relationship to regional differentiation and development. Topics include land tenure and distribution systems, urbanization, trade patterns, land-use systems, settlement patterns, resource imbalance, and geostrategic theories and implications.
Prerequisite: Sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

GES Z260
Cartography
Mr Gelpke
The art and science of the presentation of earth patterns through the media of maps, cartograms, and other cartographic devices. Laboratory experiences introduce symbolism, handling of cartographic tools, organizing quantitative data, lettering techniques, and fine drawing. Some computer work is assigned.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

GES 270
Urban Geography
Ms Duncan
An introduction to the spatial analysis of cities from two different perspectives. The first approach views cities as points and focuses on themes of evolutionary distribution, differential growth patterns, Third World urbanization, and the theoretical basis of the size, spacing and function of cities. The second approach views cities as areas and is primarily concerned with the location of people and facilities inside the city. All aspects of the course are applied to the Greater Boston Area.
Prerequisite: Sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

GES 275
Urban Land Use
Ms Duncan
A field work approach to land-use analysis in a local area. Class work involves designing a land-use classification system, basic map reading, and discussion of land-use problems in the selected area. Students are expected to field map and classify existing land uses, analyze the present problem, identify conflicts and pose possible solutions.
Prerequisite: Sophomore standing.
Distribution Area: Social and Behavioral Sciences.
2 Lect Hrs, 1 Field Work Hr, 3 Credits

GES 280
Economic Geography
Ms Duncan
An introduction to the field of economic geography. The first part of the course discusses the major locational factors involved in the extraction, production, consumption, and exchange of goods on a global scale. The second part introduces major concepts which assist in understanding the location of economic activities on a local or regional scale.
Prerequisite: Permission of instructor.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Department of Geography and Earth Science

GES 290
Historical Geography of the USA
Mr Gelpke
A consideration of human settlement patterns in the Anglo-American region and how the geographic environment has been utilized, mainly since European colonization. Analysis of the different techniques used by successive human groups, and the landscape they have occupied and developed. A significant topic is the development of urbanization and its increasing influence through time.
Prerequisite: Sophomore standing.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

GES 301
Geology of North America
Mr Genes
A systematic survey of each province of North America, including geological development, mineral resources, geomorphology, and human environment. The rationale for development of National Parks and their significance is addressed. A major goal of the course is to arrive at a better appreciation and understanding of the physical heritage of our region of the earth.
Prerequisite: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits

GES 302
Geomorphology
Mr Genes
A topical approach to the analysis of landforms and the processes responsible for their formation. Map and aerial photographic interpretation are used to demonstrate the relationship of underlying structure to destructive and constructive processes at various stages of landform development. Environmental, regulatory, and other applications are discussed.
Prerequisite: GES 105, 110, or 220, or permission of instructor.
3 Lect Hrs, 3 Credits

GES 303
Mineralogy
Mr Nellis
A detailed examination of crystallography, mineral classification, determinative mineralogy and mineral chemistry.
Prerequisite: GES 110 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

GES 304
Petrology
Mr Nellis
An examination of the origin and lithologic characteristics of igneous, sedimentary and metamorphic rocks. Lab work includes hand specimen identification and microscopic examination of rocks.
Prerequisite: GES 303 or permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

GES 310
Structural Geology
Mr Brewer, Mr Nellis
The geometry and origin of geologic structures. Students are assumed to be familiar with basic trigonometry.
Prerequisite: GES 110 or permission of instructor.
3 Lect Hrs, 3 Credits

GES 312
Glacial and Quaternary Geology
Mr Genes
The significance and effects of the last ice age. Causes of ice ages, ice dynamics, comparison of glacial events of North America to glacial events throughout the world and current investigations concerning ice ages are among the topics discussed. Controversies concerning scientific acceptance of ice ages, the mode of ice movement, and predictability of climate allow for insight into the present and ongoing development of a science.
Prerequisite: GES 111 or permission of instructor.
3 Lect Hrs, 3 Credits

GES 315
Economic Geology
Mr Nellis
An examination of economic deposits, including metallic and nonmetallic ores, coal and oil. Processes of natural concentration are examined. Ore sampling and cost evaluation procedures are discussed.
Prerequisite: GES 303.
3 Lect Hrs, 3 Credits

GES 324
Coastal Zone Management
Mr Nellis
This course is concerned with coastal environmental problems and their solutions. Identification of the component parts of the coastal zone and the development of appropriate policies for their management are discussed. Field trips to representative areas are required.
Prerequisite: GES 226 or 227 or permission of the instructor.
3 Lect Hrs, 3 Credits

GES 326
Coastal Geomorphology
Mr Genes
Classification and identification of the component parts of the coast, as well as the physical processes which develop coasts. Students prepare an appropriate proposal for the selection of a beach for in-depth field study. Fieldwork is essential. Emphasis is placed on local shorelines.
Prerequisite: GES 226 or 302 or permission of instructor.
3 Lect Hrs, 3 Credits

GES 330
Groundwater
Mr Nellis
This course is an examination of the factors affecting and determining groundwater movement and quality. The topics to be discussed will include groundwater flow, mathematical modeling of groundwater systems, groundwater chemistry, and problems associated with groundwater pollution. Students taking this course will be expected to modify, run, and write short computer programs written in the BASIC language.
Prerequisites: GES 110 and Math 135.
3 Lect Hrs, 3 Credits

GES 340
Planning and Land Use Law
Mr Mensoian
A study of the law as it has developed and applies to the planning process and the regulation of land use in the United States, with emphasis on Massachusetts.
Prerequisite: GES 270 or permission of instructor.
3 Lect Hrs, 3 Credits

GES 352
Political Geography
Mr Mensoian
A functional approach to the study of state formation and evolution. Analysis of the role of geopolitical factors as they relate to the development of internal and external tensions, boundary formation, sea frontiers, capital cities and core areas, territoriality and state-identification, and spatial organization. Geostrategic theories and major writings in the field are stressed.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Department of Geography and Earth Science

GES 360
Digital Cartography
Staff
A state-of-the-art course in computer-assisted cartography. Within the VAX/VMS environment, participants study the stages in the production of computer-assisted maps: data acquisition, data bases, cartometrics, and thematic map design. Topics also include a study of the criteria involved in evaluating, selecting, installing, and maintaining digital cartography hardware and software.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

GES 370
Remote Sensing
Staff
This course focuses on four broad topics: the relationship between properties of the natural environment and remotely sensed images of that environment; the techniques of using satellites, scanners, radar, and receivers to acquire remotely sensed images; methods of processing and interpreting remotely sensed data; the relationship of such data to computer-aided mapping and geographic information systems. Lab sessions, which are required, provide the principal opportunity for interpreting photos and images.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

GES 375
Urban Planning
Ms Duncan
A case method approach to urban planning. Students are supplied with a standard "request for a proposal" for a master plan. As an end product, they must present and submit a full proposal for review. Class work focuses on how to use the planning process to design a master plan and on various approaches to designing zoning ordinances and land-use controls.
Prerequisite: GES 270 or permission of instructor.
3 Lect Hrs, 3 Credits

GES 378
Resource Management
Mr Gelpke
Using geographic concepts and tools (including maps), this course considers in depth the environmental impact of development on the resource base, particularly on water and related land resources in Massachusetts. The course also considers the impact of geographic patterns developed by urbanization; the service economy; efforts to deal with environmental impact statements; various relevant agencies; legal controls; and other forces affecting the environment. A field trip and a major project are required.
Prerequisites: GES 105, 110 or 220.
3 Lect Hrs, 2 Fieldwork Hrs, 3 Credits

GES 380
Information Systems
Staff
An introduction to methods of data analysis using locationally based data. Participants use the VAX computer with ARC/INFO software to study the coding, storage, analysis, retrieval, and display of spatial data. Problem-solving techniques focus on the human environment, the physical environment, and the relationship between them.
Prerequisites: GES 360 and statistics.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

GES 401
Field Methods
Staff
A practical course in the use of field equipment and techniques. Students are required to take field trips and complete a project.
Prerequisite: Permission of instructor.
2 Lect Hrs, 2 Fieldwork Hrs, 3 Credits

GES 444
Cooperative Education Field Experiences in Geography or Earth Science
Staff
In this program majors are placed in paid work positions. Credit is awarded only to those who complete an approved learning prospectus, including working reports and a substantial research project.
Prerequisites: Major standing in department with over 30 semester hours of credit; minimum grade-point average of 2.5; permission of chairperson; by departmental invitation only.
Note: No more than a total of 6 Credits in GES 444 or GES 499 may be counted toward the major.
3 or 6 Credits

GES 478
Independent Study
Staff
A course stressing research topics under the direction of individual faculty members.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3 Credits

GES 479
Independent Study
See GES 478.

GES 480
Special Topics
Staff
A seminar to examine current research in the geosciences. Students and faculty prepare discussions on relevant topics.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

GES 499
Practicum in Geography or Earth Science
Staff
A work program opportunity for qualified department majors to obtain practical experience in an approved work position in the field of their interest and training. Students submit critiques of their experience and are supervised by departmental advisors.
Prerequisites: Major standing in department, with a 3.0 cumulative University grade and a 3.0 department average; Senior standing; by departmental invitation only.
Note: No more than a total of 6 Credits in GES 444 or GES 499 may be counted toward the major.
3 or 6 Credits

Department of German and Russian

Faculty

German

Carl Cedargren, Associate Professor and Chairperson; Professors Alfred Hoelzel, Robert H Spaethling; Associate Professors Lynn Dhority, Ritta Jo Horsley, F Peter Ott; Assistant Professor Andrew Boelcskevy

Russian

Associate Professors Diana Burgin, Edythe Haber; Assistant Professor Anny Newman

The Department

German

The academic program in German aims to acquaint students with the language, literature and culture of the German-speaking peoples. The course offerings are designed to serve the educational needs of students who want to (1) acquire a knowledge of the German language, from beginning to advanced levels; (2) major or minor in German language and literature; (3) explore the literary and cultural traditions of Germany, Austria and Switzerland in German or English; and (4) fulfill the core course requirements in Foreign Languages, the Arts and other areas. Individualized study (German 478 and 479), a German minor, and graduation with honors provide further curricular options.

Russian

The primary objective of the academic program in Russian is to provide its students with an intellectually challenging and practical undergraduate major and minor in Russian that will enable them to use the language effectively in pursuit of their academic, professional, and personal goals.

The Russian major offers a thorough grounding in all aspects of the language (reading, speaking, writing, and comprehension) as well as an introduction to Russian and Soviet literature, culture, and civilization. The programmatic flexibility of the major gives each student the widest possible choice in selecting from among the required courses those best suited to his or her interests and needs.

The program also offers a minor in Russian designed for students majoring in fields (such as the natural sciences, politics, history, and management) in which a working knowledge of Russian might prove useful for continued study on the graduate level, or for the achievement of professional goals.

Requirements and Recommendations: German

The Major

I. Prospective German majors must achieve intermediate-level proficiency by taking:
   - A. Ger 200 (Intermediate German I)
   - B. Ger 202 (Intermediate German for Reading)
   - C. Ger 206 (Intermediate Audio-Lingual German)

Prospective majors are advised to take both Ger 202 and 206 during the same semester.

II. Majors must further take a total of ten upper-level semester courses including:
   - A. Ger 301 and 302 (Advanced German I and II)
   - B. Ger 330 and 331 (Introduction to German Literature I and II)
   - C. Two advanced (400-level) literature courses, including at least one seminar.
   - D. Two courses in the history and civilization of Germany as follows:
     1. Hist 328 or Ger 250, *and*
     2. *one* of the following: Hist 329, Hist 428, Hist 429, Ger 251, or Ger 263.
   - E. Two additional courses in German literature, culture, and/or advanced language (including translation skills). Appropriate German or Humanities courses given in English, and Independent Studies courses may be counted here, subject to approval by the major advisor.

The Minor

I. Intermediate proficiency (Ger 200 and 202 or the equivalent)

II. Ger 301 and either Ger 330 or Ger 331

III. At least two courses from the following list:
   - A. Ger 206 (Intermediate Audio-Lingual German)
   - B. Any German language course on the 300-level
   - C. Any course in German literature or culture

Honors

For graduation with honors in German, students must have a 3.0 cumulative average at the end of their senior year. They must petition by the mid-term of their penultimate semester to the department to be allowed to write an honors paper in Independent Study. Students 24be awarded honors on the basis of 1) their overall performance in their major courses and 2) their work in Independent Study.

Transfer Credit Policy

Transferring German majors must take a minimum of 4 courses in the department, at least 2 of which must be 400-level literature courses, including at least one seminar.

Requirements and Recommendations: Russian

The Major

I. Lower Division Course Requirements
   - A. Intermediate proficiency (completion of 101, 102, 201, 202, or equivalent) *and*
   - B. Either Russ 261 (Russian Literature in Translation I, nineteenth century) *or*
   - C. Russ 262 (Russian Literature in Translation II, twentieth century)
   - D. Either Russ 263 (Russian Culture and Civilization) *or* Russ 264 (Soviet Life and Culture) *or* Russ 266 (Mid-nineteenth Century Russia)

II. Upper Division Course Requirements
   - A. Russ 301 (Selected Readings in Russian Literature I, in Russian)
   - B. Russ 302 (Selected Readings in Russian Literature II, in Russian)
   - C. Russ 303 (Conversation and Composition II)
   - D. Russ 305 (Sound Patterns of Russian)
   - E. Russ 309 (Advanced Russian I)
   - F. Russ 310 (Advanced Russian II)
   - G. Russ 411 (Advanced Russian III)
   - H. One additional 300- or 400-level course (may include Russ 478 or 479, Independent Study)

The Minor

I. Minors must demonstrate intermediate competency in Russian language by completing Russian 101, 102, 201, 202 *or equivalent.* (Basic grammar, reading, conversation and composition. Emphasis on gaining speed and efficiency in reading Russian; review of grammar for reading purposes; vocabulary acquisition; how to use dictionaries efficiently; how to cope with basic prose and syntax.)

Department of German and Russian

II. Minors must also take one 200-level course from among the following:

A. Russ 261 (Russian Literature in Translation I)

B. Russ 262 (Russian Literature in Translation II)

C. Russ 263 (Russian Culture and Civilization)

D. Russ 264 (Soviet Life and Culture)

III. And a minimum of 3 courses from among the following:

A. Russ 301 (Selected Readings in Russian Literature—Language emphasis)

B. Russ 302 (Selected Readings in Russian Literature—Literary emphasis)

C. Russ 303 (Conversation and Composition II)

D. Russ 305 (Phonetics)

E. Russ 306 (Structure of the Russian Language)

F. Russ 307 (History of the Russian Language)

G. Russ 309 (Advanced Russian Grammar I)

H. Russ 310 (Advanced Russian Grammar II)

I. Russ 321 (Specialized Readings)

J. Any 400-level course

Honors

For graduation with honors in Russian, students must have a 3.0 average at the end of their senior year. They must petition by the mid-term of their penultimate semester to the department to be allowed to write an honors paper in Independent Study. Honors will be awarded to students on the basis of 1) their overall performance in their major courses and 2) their work in Independent Study.

Transfer Credit Policy

The department will normally transfer 16 credits toward the major in Russian; however, students who petition the department may be granted additional transfer credit.

Courses in German

Ger C165
Masterpieces of German Literature
Mr Boelcskevy
Selected major works of German literature from the eighteenth century to the middle of the twentieth century.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ger C244
Myth and the Study of Myth
Mr Ott
The course provides an introduction both to the nature of myth and the ways people have studied mythology. Episodes from Greek myth will be read and discussed in the light of various myth theories. Germanic myths (*Edda, Volsungasaga, Heroic Lays*)will be approached comparatively and critically; here the student will be called upon to develop and employ critical tools: comparison of patterns in Greek and Nordic mythology, applications of various myth theories in terms of their comparative and relative virtue, plus the "external" evidence of archaeology as supportive or contrastive.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Ger C276
Literature and Music
Mr Spaethling
This interdisciplinary course presents a documented history of literature and music as a field from the Baroque to the present. Class presentations and discussions follow a chronological order and derive their themes and topics from three basic categories of source materials: the presence of music in literature (e.g., Thomas Mann's Doctor Faustus"); the presence of literature in music (e.g., Dryden's "Ode for Saint Cecilia's Day") in Handel's composition; the synthesis of literature (e.g., the German "Lied."
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ger C277
Grimm's Fairy Tales
Mr Spaethling
Fairy tales are among the oldest and simplest forms of literature. They embody archetypal and universal patterns of human behavior and were intended for enjoyment as well as enlightenment. Fairy tales transmit the human experience and wisdom of a prescientific age. The fairy tales of the Brothers Grimm, first published in 1812, are among the best known and most available of this literature. The course will deal with such questions as: How and when were these fairy tales collected? What are the origins of the tales? What are the tales' typical literary forms and characteristic features of style? What is the meaning of some of the tales? How do they relate to myth, the human psyche, life experiences of children and adults? What do they teach us? In English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ger C278
Modern German Drama
Mr Boelcskevy
Major German plays and theatrical movements from the late nineteenth century to the present, in their artistic and cultural context. Plays and movements discussed include Hauptmann's *The Weavers* (Naturalism); Brecht's *Baal* (Expressionism); *Measures Taken* and *Caucasian Chalk Circle* (Epic Theater); Hochhuth's *The Deputy* (Documentary Drama); and Weiss's *Marat/Sade* ("Total Theater"). Reading and discussion in English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ger 101
Elementary German I
Staff
Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in German. Weekly laboratory attendance and assignments required.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Ger 102
Elementary German II
Staff
Continuation of Ger 101.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Ger 105
Special Reading Course
Staff
For students who wish to acquire a reading knowledge of the literature of their field in German within one semester. The literature can pertain to the humanities or to the natural sciences. Suitable preparation for graduate school record exam, for professionals, and for future translators. No previous knowledge of German required.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Department of German and Russian

Ger 110/210
Experiencing German
Mr Dhority
An intensive, innovative 16-credit sequence in one semester using a variety of innovative approaches drawn from such sources as Georgi Lozanov's Suggestopedia, Neuro-Linguistic Programming, and Confluent Education, this course offers a holistic language-learning experience designed to help students achieve intermediate-level proficiency in one semester. In a carefully integrated, relaxed and supportive environment, students are guided into authentic communication situations, often playful, which facilitate the retrieval and mastery of materials presented. There is extensive use of music, role-playing, fantasy and humor. An increasing emphasis on reading, writing and grammatical precision as the semester progresses results in considerably more work outside of class in the latter half of the course. It is recommended that students enroll in not more than one other course during this semester. Students will ordinarily be expected to enroll in both Ger 110 and 210, although it is possible to take only 110. Qualified students may, with the instructor's permission, take the latter half of the sequence the last six weeks of the semester for 8 Credits.
Prerequisite: Permission of instructor.
Distribution Area: Foreign Languages.
15 Hrs/Wk, 16 Credits

Ger 115
Intensive Elementary German
Ms Horsley, Mr Ott, Mr Boelcskevy
A comprehensive first-year course aimed at developing the skills of reading and listening comprehension, speaking and writing. Intensive work in grammar, conversation, and reading through exposure to a variety of cultural materials and activities in a small group setting. Open to students with no previous creditable training in German. Good aptitude for learning foreign languages is recommended. Covers a year's work in one semester. Upon completion, students may enter Ger 200 or, in special instances, Ger 202 or 206.
Prerequisite: Permission of instructor.
Distribution Area: Foreign Languages.
8 Lect Hrs, 3 Lab Hrs, 8 Credits

Ger 200
Intermediate German I
Staff
Development of the skills of speaking, aural understanding, reading, and writing on the intermediate level. Review and further study of grammar; vocabulary building; readings of varied materials; practice in oral and written expression.
Prerequisite: Ger 102 or equivalent.
Distribution Area: Foreign Languages.
4 Lect Hrs, 4 Credits

Ger 202
Intermediate German (For Reading) II
Staff
Intensive grammar review and intensive reading and vocabulary building. Reading in the fields of the humanities, and the natural and social sciences.
Prerequisite: Ger 200 or equivalent.
Distribution Area: Foreign Languages.
4 Lect Hrs, 4 Credits

Ger 206
Intermediate German (For Oral Communication)
Staff
A continuation of German 200. Designed for students who want more than a reading knowledge of German. In addition to a thorough grammar review and new vocabulary building, considerable attention will be given to the oral skills. Strongly recommended for any students thinking of majoring in German and for those who wish a more complete command of the language.
Prerequisite: Ger 200 or equivalent.
Distribution Area: Foreign Languages.
4 Lect Hrs, 4 Credits

Ger 208
Business German I
Mr Boelcskevy
Fourth-semester level introductory course in the language and concepts of German business and commerce. Emphasis on basic vocabulary, idioms, and proper usage in specific areas ranging from resume writing and business correspondence to the fundamentals of business management, marketing and finance, presented in a career-oriented context. Special attention to continuous development of verbal skills. Regular attendance essential.
Prerequisite: Ger 200 or equivalent.
Distribution Area: Foreign Languages.
4 Lect Hrs, 4 Credits

Ger 210
Experiencing German II
Mr Dhority
Continuation of Ger 110. See Ger 110/210 for description. Qualified students may, with the permission of the instructor, take the last half of Ger 110/210 for 8 Credits during the last six weeks of the semester.
Distribution Area: Foreign Languages.
15 Hrs/Wk, 8 Credits

Ger 250
German Culture and Civilization from Luther to Hegel
Mr Spaethling
Three hundred years of German life and thought expressed through politics, religion, philosophy, and the arts. Readings and discussions will focus on national characteristics of the German people as well as outstanding artistic accomplishments in literature, the visual arts and music. Among the authors and artists considered will be Luther, Dürer, J S Bach, Leibniz, Lessing, Kant, Goethe, Schiller, Mozart, Beethoven, and Hegel. In English.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Ger 251
German Civilization from Romanticism to WWI
Staff
Focus will be on Romanticism, the rise of German nationalism, and the revolutionary trends of the period. Among the authors read will be Novalis, Büchner, Heine, Marx, Nietzsche, Rilke, Mann, Freud, and Hesse. Music and the visual arts will also be discussed.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Ger 253
Goethe and his Age
Mr Spaethling, Mr Hoelzel
German eighteenth-century classicism in its European context. Focus will be on the development of Goethe's major works from their rococo beginnings through the period of Storm and Stress to the height of classicism and early romanticism. In addition to Goethe the following artists will be discussed: Winckelmann, Lessing, Schiller, Kleist, Novalis, Hölderlin; Mozart, Beethoven, and Schubert. In English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Department of German and Russian

Ger L255 (Hum 255)
Pacting with the Devil—The Faust Tradition
Mr Hoelzel
The Faustian tradition: The historical person, the legend and its cultural implications, and a four-century literary tradition. Works will include the *Fausts* of Marlowe, Goethe and Mann. Conducted in English.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Ger 260
Aspects of Modern German Literature
Staff
Selected masterpieces of modern German literature including works by Mann, Hesse, Kafka and Brecht. Conducted in English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ger 263
Germany in the Twentieth Century—Weimar and Nazi Culture
Mr Ott
A survey of the cultural and creative trends of the Weimar and Nazi periods, with an examination of their roots in romanticism, folkish authors and the youth movement. Focus on such exponents as Thomas and Heinrich Mann, the Expressionists, *Weltbühne,* the Bauhaus group, and Nazi *"Kultur".* Conducted in English.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Ger 264
Brecht and the Modern Theater
Mr Boelcskevy
Brecht's emergence as a significant force in the modern theater. An examination of his major plays and theory of the epic theater with selected readings of contemporary European and American dramatists. Conducted in English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ger 265
Hesse, Mann and the Modern Romantic Imagination
Mr Dhority
Major works of Hesse and Mann in the context of both historical and contemporary romanticism. Conducted in English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ger 266
East versus West in Contemporary German Literature
Mr Ott
The emergence of the two Germanies as reflected in the works of Böll, Grass, Uwe Johnson, Brecht and other representative writers. Conducted in English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ger 267
Jung and Hesse
Mr Dhority
Key works of both authors will be read in order to explore the questions of mutual influences, similarities, and differences. Particular emphasis will be placed on the authors' complementary impact on the humanistic concerns of our day.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Ger 268
German Theater
Mr Boelcskevy
The tradition of the German theater from the Middle Ages to the present. Among the playwrights read will be Lessing, Goethe, Schiller, Kleist, Büchner, Hauptmann, Hofmannsthal, and Brecht. Course will also include informal classroom performances of some of the dramatic material.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ger 269
Rilke in English
Mr Dhority
The course will explore as full a range of Rilke's work as translation will permit. Rilke's novel, his letters, particularly those dealing with the influence of Rodin and Cezanne, as well as the famous *Letters to a Young Poet,* will occupy a considerable portion of the course. The poetry studied will include the *Duino Elegies* and *Sonnets to Orpheus.* Readings and discussions in English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ger 271
Modern Austrian Literature
Mr Boelcskevy
The Austrian literary tradition from the last decades of the Austro-Hungarian Empire to the present, as distinct from the German. Discussion of typical themes and their treatment in works of Schnitzler, Hofmannsthal, Kafka, Rilke, Musil, Handke and other contemporaries. Readings in English translation. No knowledge of German required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ger 273
Protest and Revolt in German Literature
Mr Hoelzel
Selected analysis of works in German literature since Goethe dealing with themes of protest against established authority ranging from individual insurrection to political revolution.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Ger 275
Images of Women and Men in German Literature
Ms Horsley
A study of changing cultural images and ideals of female and male as reflected in German literature from the Middle Ages to the present. No knowledge of German required. Also counts toward the Certificate in Women's Studies.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ger 279
Thomas Mann: The Writer and his Times
Mr Hoelzel
Major works of Thomas Mann in the context of his life and times. The course examines Mann as a prominent German writer and intellectual in an era when Germany rose to great heights of cultural achievement only to fall disastrously into a Nazi dictatorship. Readings include both Mann's fiction and nonfiction.
Prerequisite: Engl 102 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Ger Z280
Special Topics in German Literary and Cultural History
Staff
Announced topics, generally a particular author, work or historical moment.
3 Lect Hrs, 3 Credits

Ger 301
Advanced German I
Staff
Intensive training in German language skills beyond the intermediate level. The course will combine work in composition, conversation, advanced grammar, and stylistic analysis of texts.
Prerequisite: Ger 202, 206 or equivalent.
3 Lect Hrs, 3 Credits

Department of German and Russian

Ger 302
Advanced German II
Staff
A continuation of Ger 301. Besides the basic elements of the core program (composition, conversation, grammar) students will select a special focus for additional work from one of three areas: literary analysis, translation, and preparation for study abroad.
3 Lect Hrs, 3 Credits

Ger 315
Contemporary German Life and Culture
Mr Spaethling
An advanced course in spoken German. The object of the course is to gain fluency in idiomatic German and to become familiar with contemporary German life and culture. Participants read and debate issues related to all German-speaking countries. Topics include political life in Bonn and East Berlin, theater and film in the Federal Republic (with video), German student life in the 1980s, contemporary German literature.
Prerequisite: Ger 206 or 210.
3 Lect Hrs, 3 Credits

Ger 330
Introduction to German Literature I
Staff
Representative masterpieces of German prose, drama, and poetry from the Middle Ages to Goethe will be read and discussed in cultural and historical context. Taught in German.
3 Lect Hrs, 3 Credits

Ger 331
Introduction to German Literature II
Staff
Continuation of Ger 330. Will cover representative masterpieces of German prose, drama, and poetry from Goethe to the present day. Taught in German.
3 Lect Hrs, 3 Credits

Prerequisite for 400-level courses: good reading and listening comprehension of German.

Ger 427
Goethe's Poetry
Staff
A study of the range and style of Goethe's poetry from the early to the late years. Readings and discussions in German.
3 Lect Hrs, 3 Credits

Ger 431
Rilke
Mr Dhority
A study of Rilke's major works, including *Das Stundenbuch, Neue Gedichte, Duineser Elegien, Sonette an Orpheus, Malte* and selected letters. Readings and discussons in German.
3 Lect Hrs, 3 Credits

Ger 435
German Romanticism
Staff
The major phases of the German romantic movement. Readings and discussions in German.
3 Lect Hrs, 3 Credits

Ger 445
The German Novelle
Staff
The development of the German novelle from the nineteenth century to the present. Readings and discussions in German.
3 Lect Hrs, 3 Credits

Ger 446
German Lyric Poetry
Staff
The development of the German lyric from its beginning to the present. Readings and discussions in German.
3 Lect Hrs, 3 Credits

Ger 455
Naturalism, Neo-Romanticism, and Expressionism
Mr Hoelzel
German literature of the left, the right, and the pacifist movement from 1888 to 1918. Readings from such representative writers as Hauptmann, George, Rilke, Hoffmannsthal, Wedekind and the early Brecht. Readings and discussions in German.
3 Lect Hrs, 3 Credits

Ger 460
German Literature After World War I
Staff
Major works by such authors as Mann, Kafka, Brecht, Hesse, Frisch, Dürrenmatt, and Grass. Their relation to the twentieth century intellectual life of Germany and the West. Readings and discussions in German.
3 Lect Hrs, 3 Credits

Ger 462
Brecht
Mr Spaethling
Bertolt Brecht is one of the most popular playwrights of this century. He is politically engaged, yet at the same time an accomplished poet. A comparative reading of his works in the original German and in translation will lead to an appreciation of his poetic skill and diction, as well as illuminate his clever play with every possible semantic facet of word and phrase. Brecht's best known plays, poems, stories,—*Kalender—Geschichten*—and an introduction to his theories for theater, and poetry, will be offered during the course. Offered bilingually; comparative reading of English and German texts.
3 Lect Hrs, 3 Credits

Ger 465
German Post-War Prose from East and West
Mr Ott
Works by Böll, Grass, Johnson, Frisch, Schmidt, Plenzdorf, Schadlich, Lind, and Wolf. Readings and discussions in German.
3 Lect Hrs, 3 Credits

Ger 478
Independent Study
Staff
Selected research topics organized in consultation with individual students.
Prerequisite: Permission of instructor and chairperson of the department.
Hrs by arrangement, 1-3 Credits

Ger 479
Independent Study
Staff
See Ger 478.

Ger 480
Special Topics in German Literary and Cultural History
Staff
Announced topics, generally focusing on a particular author, work or historical moment. In German.
3 Lect Hrs, 3 Credits

Ger 490
Senior Seminar
Staff
The purpose of the senior seminar is that of integration. Here the major student will have the opportunity of learning how to apply literary analysis and will use the pertinent skills acquired in prerequisite courses. At the same time, this seminar will guide the student toward either independent study or an honors course during his or her last semester before graduation.
Prerequisite: Ger 330, 331 or permission of instructor.
1.5 Lect Hrs, 3 Credits

Department of German and Russian

Courses in Russian

Russ C266
Mid Nineteenth Century Russia
Ms Burgin
An introduction to historical and cultural studies through reading and discussion of historically significant nineteenth century Russian literary works. Focus on the role of the writer in social and political life and on the value of literature as an historical and cultural source. Readings include works by Pushkin, Gogol, Turgenev, Goncharov and Dostoevsky.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Russ 101
Elementary Russian I
Staff
Intensive practice in the four language skills, with an audio-lingual approach, for students who have no creditable training in Russian. Weekly laboratory attendance and assignments required.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Russ 102
Elementary Russian II
Staff
Continuation of Russ 101.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Russ 103
Intensive Elementary Russian
Staff
An intensive, double-credit course in basic conversational Russian which covers in one semester the material of Russian 101 and 102. Designed for students who have never studied the language or who need a solid review before taking an intermediate-level course. Emphasis on aural and oral drills in the classroom and language lab. Minimal written homework. Supplementary readings introduced in the second half of the semester. Class attendance *mandatory.* Spring semester only.
Distribution Area: Foreign Languages.
8 Lect Hrs, 8 Credits

Russ 201
Intermediate Russian I
Staff
Review and continuation of basic grammar. Conversation and reading with emphasis on comprehension, developing reading skills, vocabulary building, and translation from Russian to English.
Prerequisite: Russ 102 or equivalent.
Distribution Area: Foreign Languages.
4 Lect Hrs, 4 Credits

Russ 202
Intermediate Russian II
Staff
Prerequisite or corequisite for all advanced-level courses in the department. Particular attention to grammatical problems that arise in reading. Principles of Russian word formation as an aid to increasing vocabulary. Intensive reading, Russian to English translation, and conversation.
Prerequisite: Russ 201 or equivalent.
Distribution Area: Foreign Languages.
4 Lect Hrs, 4 Credits

Russ 203
Conversation and Composition I
Ms Newman
Practice in conversation on a variety of subjects, with a view toward building vocabulary and fluency. Intensive practice in Russian composition.
Prerequisite: Russ 102 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Russ 204
Ms Newman
A continuation of Russ 203 with emphasis on conversation.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Russ 209
Business Russian
Ms Haber
This course prepares the student to use Russian in a business or commercial setting. Training is provided in reading relevant texts and vocabulary building; in writing business letters and other commercial/legal documents; and in conversational business Russian. Of special interest to students of management, international relations, and economics.
Prerequisite: Russian 201 or permission of instructor.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Russ 250
Dostoevsky
Ms Burgin, Ms Haber
An introduction to the life and works of Fyodor Dostoevsky. Emphasis on reading and analysis of selected texts, including two of his major novels. No knowledge of Russian required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Russ 251
Tolstoy
Ms Burgin, Ms Haber
An introduction to the life and works of Leo Tolstoy. Emphasis on reading and analysis of selected texts including either *War and Peace* or *Anna Karenina*. No knowledge of Russian required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Russ 261
Russian Literature in Translation I
Ms Burgin, Ms Haber
A basic survey of Russian literature from Pushkin to Dostoevsky. Focus on discussion, emphasis on literary analysis. No knowledge of Russian required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Russ 262
Russian Literature in Translation II
Ms Burgin, Ms Haber
A survey of twentieth century Russian and Soviet Russian literature in its historical and cultural context. Topics include Chekhov, the Symbolists, Prose of the Twenties, Stalinism, literature of the Thaws, and Solzhenitsyn. Emphasis on an analysis of selected texts. No knowledge of Russian required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Department of German and Russian

Russ 263
Russian Culture and Civilization
Ms Burgin
An interdisciplinary survey in English of Russian culture from its pre-Christian beginnings to 1917 in the four major periods of its development: medieval, Petrine, the nineteenth century, and the Silver Age. Focus on literature, music, architecture and painting with some historical background. Short readings, tapes, and slides. No knowledge of Russian required.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Russ 264
Soviet Life and Culture
Ms Haber
An interdisciplinary introduction in English to Soviet Russian culture from the Revolution to the present day. Focus on literature, music, and the arts. Topics include: the avant-garde culture of the 1920s; socialist realism and the Stalinist legacy in cultural life; the "Thaws" of the 1950s and 1960s; the dissident movement; and Soviet life and culture today. No knowledge of Russian required. Of special interest to students in international relations and management, political science, and economics.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Russ 265
Chekhov
Ms Burgin, Ms Haber
Reading and discussion of selected short stories and the major plays of Chekhov. No knowledge of Russian required. Of particular interest to theater arts majors.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Russ 268
The Russian Theater
Ms Burgin, Ms Haber
Historical and literary survey in English of Russian dramatic art and the Russian theater from the late eighteenth century to the Soviet period. Focus on representative playwrights, genres, and styles, classical and realistic comedy; historical and bourgeois drama; Stanislavsky and the "Chekhovian" theater; and symbolism. No knowledge of Russian required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Russ 269
Short Masterpieces of Russian Literature
Ms Burgin, Ms Haber
Reading in English translation of short stories and short novels of nineteenth and twentieth century Russian writers. No reading knowledge of Russian required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Russ 301
Selected Readings in Russian Literature I
Staff
Introduction to Russian literature in the original, designed to increase students' command of the language and acquaintance with different literary styles of Russian writers of different periods. Emphasis on reading, translating, retelling and discussing selected works by nineteenth and twentieth century writers.
Prerequisite: Russ 201 or equivalent.
3 Lect Hrs, 3 Credits

Russ 302
Selected Readings in Russian Literature II
Staff
Reading and discussion in Russian of representative nineteenth and/or twentieth century short prose and poems. Lectures provide background for Russian literary history; discussion focuses on literary and stylistic analysis of the texts. Practice in reading, listening, conversation, and writing.
Corequisite: Russ 202 and/or permission of the instructor.
3 Lect Hrs, 3 Credits

Russ 303
Conversation and Composition II
Staff
Intensive training in conversation and composition. Readings, discussions, dialogues, reports, and essays based on texts in various fields.
Prerequisite: Russ 201.
3 Lect Hrs, 3 Credits

Russ 305
Sound Patterns of Russian
Ms Newman
Detailed analysis of the sound system, articulation, and intonational patterns of contemporary standard Russian. Emphasis on aural comprehension and oral fluency. Independent lab.
Corequisite: 201 or permission of instructor.
3 Lect Hrs, 3 Credits

Russ 306
Structure of the Russian Language
Ms Newman
The structure of contemporary standard Russian morphology, accentology, and syntax. Practical exercises.
Prerequisite: Russ 201 or equivalent or permission of instructor.
3 Lect Hrs, 3 Credits

Russ 307
History of the Russian Language
Ms Newman
Survey of Russian language evolution from Common Slavic to Contemporary Standard Russian. Analysis of texts from each major period.
Prerequisite: Russ 201 or equivalent or permission of instructor.
3 Lect Hrs, 3 Credits

Russ 309
Advanced Russian I
Staff
Reading, problems in grammar, composition, and conversation.
Prerequisite: Russ 202 or equivalent.
3 Lect Hrs, 3 Credits

Russ 310
Advanced Russian II
Staff
Continuation of Russ 309.
Prerequisite: Russ 309 or equivalent.
3 Lect Hrs, 3 Credits

Russ 321
Specialized Readings
Ms Newman
Reading intensively and extensively for rapid acquisition of vocabulary. Reading selections from a variety of styles and genres. Translation of texts complemented by analysis of linguistic devices in stylistic categories.
Prerequisite: Russ 202 or equivalent.
3 Lect Hrs, 3 Credits

Russ 341
Nineteenth Century Russian Poetry
Ms Burgin, Ms Haber
Discussion of selected poems by Pushkin, Lermontov, Tjutchev, Fet, and Nekrasov. Focus on analysis and translation.
Prerequisite: Russ 201.
3 Lect Hrs, 3 Credits

Department of German and Russian

Russ 359
Twentieth Century Russian Poetry
Ms Burgin, Ms Haber
Close reading and analysis of the Russian texts of poems by selected twentieth century poets.
Prerequisite: Russ 201 or equivalent.
3 Lect Hrs, 3 Credits

Russ 411
Advanced Russian III
Selected topics in advanced Russian grammar, syntax, and word usage. Topics include verbal aspect and pre-fixation, participial constructions, numerals, word order. There will be intensive practical training in choosing the right words and word combinations in oral and written speech. Offered every other year.
Prerequisite: Russ 310.
3 Lect Hrs, 3 Credits

Russ 478, 479
Independent Study
Staff
Selected research topics organized in consultation with individual students; or individual guidance in reading, writing, literary criticism, and translation.
Prerequisite: Permission of instructor or chairperson.
Wkly conf, Hrs by arrangement, 3 Credits

Russ 481, 482
Special Topics
Staff
Study of special topics, varying each semester according to the instructor.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Program in Health Care Studies

Director

Associate Professor Paul Benson

The Program

Health Care Studies is an interdisciplinary program focusing on the contributions of the humanities and social sciences to the study of health and medical care. Courses in the program examine a wide array of topics, including medical care institutions and professions, health policy, and biomedical ethics, as well as social, psychological, and behavioral elements of health and medical care. Courses in the program draw from the work of scholars in a number of fields: anthropology, economics, ethics, history, medicine, nursing, philosophy, political science, psychology, and sociology.

The program is relevant to a variety of student interests and career goals. For those preparing for graduate training in medicine, public health, social work, or health care administration, the program provides an excellent introduction to the study of health and medicine from the standpoint of several different disciplines. For students who are in health-related undergraduate programs (nursing, management, social services) or currently working in the health professions, the program also provides a unique and very useful perspective on the field in which they have chosen to work.

Eligibility

The program is open to all undergraduates at the University of Massachusetts at Boston, as well as to non-degree-seeking undergraduates or post graduate students outside the University who are interested in obtaining a certificate or in taking specific courses. Completion of English 101-102 or its equivalent is a prerequisite for admission to the program.

Requirements

Six courses (18 credits) are required for completion of the program, distributed along the following guidelines:

I. *Required courses:* All students in the program take
   A. Anth 357 (Culture, Disease, and Healing), *or* Anth 358 (Comparative Health Care Systems), and
   B. Phil 222 (Moral Issues in Medicine), and
   C. Sociol 384 (Medical Sociology).

II. *Elective courses:* All students also take three courses chosen from this list:
   A. Anth 317 (Human Epidemiology)
   B. Anth 357 (Culture, Disease, and Healing)*
   C. Anth 358 (Comparative Health Care Systems)*
   D. Econ 380 (Economics of Health Care)
   E. Phil 223 (Psychiatry, Law, and Public Policy)
   F. Phil C265 (Sanity and Madness)
   G. Psych 237 (Community Health Care)
   H. Psych 338 (Community Psychology)
   I. Sociol 200 (Human Service Organizations)
   J. Sociol 369 (Alcoholism: Etiology and Epidemiology)
   K. Sociol 385 (Hospitals)
   L. Sociol 386 (Sociology of Mental Health and Illness)
   M. Sociol 480b (Sociology of Urban Social Service Field Work, with internship in Health Care)
   N. WoSt 260 (Women's Health Care)
   O. HltCar 478 (Independent Study in Health Care)
   P. HltCar 480 (Special Topics in Health Care)

As new courses relevant to health and medical care are developed at UMass/Boston, they may be added to this listing of electives. Up to six elective credits may include field work (internship) courses, with the approval of the director.

Transfer Credit Policy

Students should meet with the program director to discuss transfer credits. As a general policy, students can expect to transfer up to 9 credits in course work if it covers the material in the program's elective and required areas. Up to 6 credits in approved fieldwork (internships) may also be transferred.

*May be taken as an elective if not taken as a required course for the program.

HltCar 478
Directed Study in Health Care
Independent research on topics in the study of health and health care, to be conducted under faculty supervision.
Prerequisites: Junior or senior standing, HltCar 101 and 102, and permission of advisor.
3 Lect Hrs, 1-3 Credits

HltCar 480
Special Topics in Health Care
Intensive study of special topics, varying with program directions.
Prerequisites: Varies with topic, usually junior standing and permission of instructor.
3 Lect Hrs, 1-3 Credits

Department of History

Faculty

Malcolm R Smuts, Associate Professor and Chairperson; Commonwealth Professor Francis L Broderick (Emeritus); Professors Feroz Ahmad, Thomas N Brown (Emeritus), Spencer G DiScala, Clive F Foss, Paul A Gagnon, Walter Grossmann (Emeritus), Anthony H Hull, Esther Kingston-Mann, Frances Malino, Mark R Peattie, William A Percy, Richard H Powers, Roger W Prouty, Martin H Quitt, Eric H Robinson, Marshall S Shatz; Associate Professors Paul S Bookbinder, Michael B Chesson, Jonathan M Chu, Paul G Faler, David Hunt, Thomas A McMullin, Lester A Segal, Renee E Watkins; Assistant Professors Lester J Bartson, Isongesit S Ibokette, James M O'Toole; Adjunct Assistant Professor Julie Winch

The Department

The educational mission of the Department of History is to offer to as many students as possible the skills, knowledge, insights and perspective on the human condition that the study of history has afforded to people since ancient times. The department also aims to acquaint them with the use and relevance of history to themselves and to their society in the late twentieth century as extension of experience, as mode of thought and investigation, as contribution to political judgment, as help to self-knowledge, and as aid to personal liberation from parochialism, faddism and present-mindedness. We believe that the study of history is indispensable to each of the three aims of education: training for work, preparation for public life, and enrichment of private life.

Requirements

The Major

Majors are required to take at least 12 courses (36 hours) from those offered by the department, including specific requirements as follows:

2 semesters of introductory history of Western civilization (Hist 111 and 112) . . . . . 6 credits
2 semesters of introductory history of the United States (Hist 265 and 266) . . 6 credits
1 semester of a Research and Methods course (Hist 405, 480, 481, 482) or historiography (Hist 484, 485) . . . . . 3 credits
1 semester of upper-level course work in European history prior to 1715 . . . . 3 credits
1 semester of upper-level course work in European history since 1715 . . . . . 3 credits
1 semester of upper-level course work in non-Western history (other than European or U.S. history) . . . . . 3 credits
4 semesters of additional, elective courses, two of which must be upper-level courses . . . . . 12 credits
12 courses 36 credits

The Minor

Minors are required to take at least six courses (18 credits) from those offered by the department, including specific requirements as follows:

2 semesters of introductory history of Western civilization (Hist 111 and 112) . . . . . 6 credits
1 semester of introductory history of the United States (Hist 265 or 266) . . . . 3 credits
3 semesters of course work above the 100 level, of which at least two must be taken from courses above the 200 level: 9 credits
6 courses 18 credits

Pass/Fail Option

No upper-level course taken on the pass/fail option may be counted toward the requirements for the major or the minor.

Independent Reading

No more than two Independent Reading courses (488, 489) may be counted toward the requirements for the major. No more than one Independent Reading course (488, 489) may be counted toward the requirements for the minor.

Honors

To be eligible for the Honors Program a student must have (a) completed all core requirements for graduation in the College of Arts and Sciences by the end of the junior year, (b) completed two semesters of Western Civilization, two semesters of the US survey, and four other courses, of which one must be a Research and Methods seminar or Historiography, (c) achieved a University cumulative average of 3.0 and a 3.3 cumulative average in history courses through the junior year.

A student who wishes to do honors work shall seek out a supervisor willing to direct the honors paper. After receiving the approval of a supervisor, the student shall apply in writing to the Honors Committee for admission to the Honors Program.

An honors candidate shall enroll in History 490 (Honors Thesis), usually in the second semester of the senior year, under the direction of his or her supervisor, for the purpose of writing an honors paper. 40-60 pages is suggested as a suitable length. Acceptance of the paper by two of the three members of a Readers' Committee is required for honors.

The requirements for receiving a diploma with honors in history shall be: a) satisfactory completion of all University and departmental requirements for graduation; b) a 3.0 cumulative average in all University courses and a 3.3 cumulative average in all history courses through the senior year; c) satisfactory completion of the senior honors paper as outlined above.

Transfer Credit Policy

At least six of the twelve courses required for the major must be taken in the department. At least three of the six courses required for the minor must be taken in the department.

Hist C101
The Individual In History
Staff
This course examines the part played by outstanding personalities in history. Was their success due to their ability to shape events? Or due to favorable historical circumstances? Focus is on famous individuals associated with major developments in modern history, such as Luther, Elizabeth, Peter the Great, Napoleon, Lenin.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist C107
Ideas and Morality in the West, 500 BC to 1700 AD
Staff
A survey of ideas and attitudes in their historical contexts. Ancient Greece, twelfth and thirteenth century Europe, and the birth of science in the period around 1600 will be stressed.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist C108
Ideas and Morality in the West II
Staff
A survey of ideas and attitudes in their historical contexts. Views of democracy, capitalism and industrialism will be stressed, as well as changing concepts of human nature in the nineteenth and twentieth century.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Department of History

Hist C113
Modern World History I
Staff
The history of traditional and early modern societies, 1400-1800. Includes Africa, China, Russia and Western Europe.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist C114
Modern World History II
Staff
History of modern Western industrial societies and the non-Western world, 1800-present.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist C120
America: National Unity and Local Diversity
Staff
This course will address the tension in American history between forces seeking a unified national culture and the elements of localism that may take the form of isolation, regional differences, economic differences, and ethnic and racial differences.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist C121
Technology and Civilization I
Mr Robinson
An introduction to medieval and early modern science and technology, including cathedral-building, water mills, windmills, crop rotations, improved use of horses, the compass, ship design, and printing. Some assessment of the impact of Asiatic and Arabic technology on the Western world. The scientific revolution and its consequences for technology—scientific instruments, the steam-engine, and the switch to coal.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist C122
Technology and Civilization II
Mr Robinson
An introduction to the part played by technology in the industrialization of the Western world. Deals with standardization, rationalization and flow-processes, and examines agricultural technology as well as manufacturing processes. Compares British and American societies.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist C123
Revolutions in Modern History
Staff
An introduction to the French, Russian, Chinese and Vietnamese revolutions, and to Marxism in Europe.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist C201
Monarchs, People, and History
Mr Bartson
The origins and reasons for monarchy as an institution and social force in the Western world. Specific royal personages are studied with attention to how they attained or lost effectiveness as leaders; their goals for themselves and their people are stressed. These themes are explored through primary source readings. Architectural, artistic, and musical evidence are introduced in slide and tape sessions.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist C210
Industrial America: 1870 to the present
Mr McMullin
An examination of the impact of industrial change on American economic life since 1870. Consideration will also be given to the social and political implications of industrialism. A major focus of the course will be the conflict between those who have argued that industrial development is best achieved in an atmosphere of laissez-faire and those who have called for greater government involvement in the economy.
Prerequisite: Sophomore standing.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist C220
Family in the United States, 1820-Present
Ms Watkins
Survey of changes in family structure, values, norms, and relations in the U.S. since 1820. Particular attention to relations between the sexes, between children and adults, between families and the economy, and to social policy regarding the family.
Prerequisite: Sophomore standing.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist C230
Nationalism in the Modern World
Ms Malino
The course will be divided into two parts. The first part will focus on the origins, development and implications of nationalism as an ideological force and on the modern nation-state as its socio-economic and political expression. The second part of the course will examine the emergence and subsequent development of three twentieth century national movements—the Irish, Jewish and Arab. There will be continual reference to the nineteenth century European roots of these movements as well as to their similarities and differences.
Prerequisite: Sophomore standing or permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist C240
Opera and Revolution
Mr DiScala
This course relates opera to major historical themes and events from the seventeenth to the twentieth century. We will explore these major historical themes and then analyze their emergence in the libretti and music of this dramatic art form. A significant amount of time is devoted to listening to the music.
Distribution Area: Historical and Cultural Studies
3 Lect Hrs, 3 Credits

Department of History

Hist 111
Foundations of Western Civilization
Staff
After a brief survey of the ancient world, the course traces the political, economic, and cultural development of Western society from the early Middle Ages to 1715. Emphasis will be given to the critical analysis of primary sources.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist 112
Modern Western Civilization
Staff
This course traces the major political, economic, and cultural changes which have shaped Western society from the enlightenment to the present. Special attention will be given to the critical analysis of primary source materials.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist 152
Foundations of African Civilization
Mr Ibokette
The internal dynamics of pre-colonial African societies arising from the Bantu migrations. The rise and fall of the Kingdoms of Ghana, Mali and Songhai, the city-states of Kilwa and Zanzibar, the development of the slave trade, and the influence of religion on tribal societies.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist 153
Modern African Civilization
Mr Ibokette
The interaction between the West and Africa in the nineteenth and twentieth centuries. The African response to European imperialism, social and economic changes under colonialism, the development of nationalism and the struggle for independence; Africa's influence on the Afro-American experience and on Pan-Africanism.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist LE160 (EASt LE160)
East Asian Civilizations I
Mr Peattie
An introduction to the traditional civilizations of China, Japan, and to a lesser extent Korea, from the earliest times to the arrival of the modern industrial West in the mid-nineteenth century.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist LE161 (EASt LE161)
East Asian Civilizations II
Mr Peattie
An introduction to the modern transformation of China, Japan, and to a lesser extent Korea, from their encounter with the industrial West in the mid-nineteenth century up to the present day.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist 265
American History I
Staff
Introduces students at the intermediate level to the study of American history before 1877. The subject matter will encompass virtually all aspects of American society, and the interrelationship between social structure, economic development, everyday life, culture and formal politics will be explored throughout the course. Attention will be given to the nature of historical inquiry and the development of writing skills.
Prerequisite: Sophomore standing or permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist 266
American History II
Staff
A survey of American history from 1877 covering the nature of American social structure, economic development, everyday life, culture, and formal politics. Attention will be given to the nature of historical inquiry and the development of writing skills.
Prerequisite: Sophomore standing or permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Hist 300
Ancient Civilization to 600 B.C.
Mr Bartson
Civilization's birth and progress in Mesopotamia, Egypt, Canaan, Minoan Crete, and Homeric Greece. This course emphasizes the role of cities and social and intellectual life with extensive slides stressing art and archaeological digs.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 301
Greek History
Mr Foss
A survey of the origin, rise and development of ancient Greek civilization from the arrival of the Greeks in Europe until the death of Cleopatra. Emphasis on the rise of the Greek city-state and the spread of Greek culture to the East.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 302
Roman History
Mr Foss
The Roman state from its origins until the triumph of Christianity. Republic and Empire will receive equal attention. Hist 301 and 302 together provide a continuous history of the Mediterranean world from about 700 BC to 300 AD.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 303
Classical Archaeology
Mr Bartson
A survey of art, archaeology, and history of the Bronze Age of Greece and Asia Minor. Introduction to the methods and aims of archaeology and the geographical and historical background of the period. The major area cultures—the Minoan Civilization, Mycenaean Greece, Troy, and the Hittite Empire.
Prerequisite: Sophomore standing or departmental approval.
3 Lect Hrs, 3 Credits

Hist 304
The Dark Ages
Mr Percy
Beginning with the decline of the Roman Empire, this course discusses German, Muslim, Viking and Magyar invasions, the development of Catholicism in Western Europe and of Eastern Orthodoxy in the Byzantine Empire, the Arabic contribution to mathematics, science, and philosophy and the institutions of feudalism and manorialism. The course concludes with the economic, demographic and urban revival which began around 1000 AD.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Department of History

Hist 305
The High and Later Middle Ages
Mr Percy
Beginning with the Great Revival around the year 1000 AD, this course traces the development of feudal monarchies, parliamentary institutions and the common law, the conflict between Church and State, the rise of universities and the growth of the New Learning, the development of Gothic art and architecture, and the vigorous urban life which presaged the bourgeois civilization of the modern era. The course concludes with the adversities—famine, plague, and war—of the fourteenth and fifteenth centuries.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 307
Age of the Renaissance and Reformation
Ms Watkins
People, ideas, and institutions of fourteenth century through sixteenth century Europe.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 310
Age of Baroque
Mr Smuts
Europe in the seventeenth century. In the midst of religious and political struggles, a new world order emerges. Transformation from traditional thought to new scientific categories and a flowering of new expressions in the arts.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 311
Europe in the Age of the Enlightenment
Ms Malino
The main currents of eighteenth century European thought in their historical setting. Attention to social and political factors in cultural development. Topics include the Scientific Revolution and the rise of secularism, the shift from corporative to class society, enlightened despotism, popular culture and the democratization of knowledge, war and the struggle for empire.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 313
Europe in the Nineteenth Century
Mr DiScala, Mr Shatz
A political, social and cultural history of Europe from 1815 to 1900, including the history of each major European nation.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 315
Europe in the Twentieth Century I
Mr DiScala, Mr Gagnon, Mr Shatz
Political, social and intellectual history of Europe from 1900 to 1939. Emphasis on the origins of the World Wars, European totalitarianism, the Great Depression and interwar societies.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 316
Europe in the Twentieth Century II
Mr DiScala, Mr Shatz
Political, economic, social, and intellectual history of Europe with attention to extra-European influences, from 1939 to the present.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 320
Tudor-Stuart England
Mr Smuts
An introduction to English history from the high Middle Ages. Emphasis on the political crises of the sixteenth and seventeenth centuries, to 1660.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 321
England in the Age of Revolution, 1660 to 1850
Mr Smuts
English history from 1660 to 1850 with emphasis on the transformation of life and institutions in the eighteenth and nineteenth centuries.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 322
Britain and the Empire since 1850
Mr Prouty
Britain and the Empire from their zenith in 1850 to the present; Pax Britannica to Commonwealth and Common Market. The history of modern Britain is inextricably interwoven with that of the Empire. This course describes the Empire at its height, and traces the events at home and abroad that weakened Britain's role in the world and led to the Empire's dissolution and to Britain's return, after 350 years, to integration with Europe.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 323
Russian History I
Mr Shatz, Ms Kingston-Mann
A survey of the political, economic, social and intellectual development of Russia, from Kiev to the emancipation of the serfs in 1861.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 324
Russian History II
Mr Shatz, Ms Kingston-Mann
A survey of the political, economic, social and intellectual development of Russia, from 1861 through the Soviet Union in the second World War.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 328
German History to 1815
Mr Bookbinder
Medieval origins of Germany, the Reformation, the rise of Brandenburg-Prussia, the German Enlightenment, the German and the French Revolution.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 329
German History since 1815
Mr Bookbinder
German liberalism, nationalism, and conservatism in the nineteenth century, the revolution of 1848, unification, World War I, Weimar, and the Nazi period.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 330
Early Modern France: Evolution of the Ancien Regime
Ms Malino
Social, political, and intellectual currents and institutions in France from the Renaissance to the end of the ancien régime.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 331
France Since 1789
Mr DiScala, Mr Gagnon
Political, economic, social and cultural history of France from the origins of the Revolution of 1789 to the present. Emphasis on the formative crises, revolutions and war, which have shaped French institutions and thought.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 334
Modern Italy from 1815 to the Present
Mr DiScala
The most significant events in modern Italian history including the Risorgimento, the Giolittian Era, the beginnings of Socialism, the rise and fall of Fascism, the Republic, and the growth of terrorism.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Department of History

Hist 335
Spain to 1713
Mr Hull
Discussion of the unification of Spain in the later medieval period is followed by a survey of its role as the Western world's first superpower under Charles I and Philip II in the sixteenth century. Its subsequent decline is discussed in the context of Spain's continuing cultural and social contributions in Europe to the end of the Hapsburg dynasty. The course concludes with the Treaty of Utrecht in 1713.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 336
Spain since 1713
Mr Hull
Examination of the revival of Bourbon Spain in the eighteenth century under Philip V and Charles III is followed by emphasis on Spain's guerrilla war against Napoleon, the collapse of its own empire, and the crises through the Civil War of the 1930's. The course concludes with an assessment of Franco's regime and of Spain's role in modern democratic Europe.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 337
Jewish History: Ancient
Mr Segal
Political, social and intellectual development in Jewish society from late biblical antiquity to the early centuries of the Christian era. Attention to the interaction with ancient Near Eastern, Graeco-Roman, and Christian societies and cultures.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 338
Jewish History since 1500
Mr Segal
Political, social and intellectual development in Jewish society in Western and Eastern Europe and the Near East, from the late fifteenth century to the creation of Israel in 1948. Attention to Jewish experience in the age of absolutism and mercantilism, Marranos and Messianism, Polish Jewry and Hassidism, enlightenment, emancipation and nineteenth century responses to modernism, and Jewish experience in the twentieth century.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 339
Irish History, 1688 to the Present
Staff
The forces and movements in the development of Irish Nationalism and the achievement of national independence.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 342
History of European Ideas I
Staff
Main currents of European thought in the seventeenth and eighteenth centuries, with emphasis on the role of ideas as forces for historical change. Various responses to the erosion of traditional values, beliefs, and ways of knowing which followed upon the Scientific Revolution, Europe's opening to the rest of the world, and changes in European society itself. Among the figures to be considered are Descartes, Hobbes, Locke, Montesquieu, Rousseau, Voltaire, Diderot, Hume, and Kant.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 343
History of European Ideas II
Staff
Main currents of European thought in the nineteenth and twentieth centuries, with emphasis on the role of ideas as forces for historical change. Focuses upon various efforts to respond to changes in European society brought on by industrialization, democracy, mass culture, and scientific progress. Among the figures to be considered are Burke, Mill, Tocqueville, Marx, Darwin, Nietzsche, Freud, and Ortega.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 348
War in the Western World: From the Eighteenth Century until World War II
Mr Peattie
A survey of the evolution of warfare in the western world (with primary emphasis on Europe) from the end of the eighteenth century. The course will concentrate on three principal themes: The impact of social change upon war, the interrelationship between technology and warfare, and the evolution of the art of war (strategy, tactics, and command). Some attention will also be given to the development of military thought and to the role of military forces in Western societies.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist L349 (AmSt L349)
America Faces Russia
Ms Kingston-Mann
Focusing on American-Soviet relations since 1917, this course is particularly concerned to expose students to Soviet and American images of each other at key points in their common history. We look at the ways that these images have changed and evolved.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 350
Middle East I: 570 to 1258
Ms Malino
This course, which covers the period from Muhammed's birth to the Mongolian conquests, focuses on the origins of Islam and its development as a triangle of culture, religion and history, as well as on the emergence, achievements and disintegration of the Islamic Empire.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 351
Middle East II: 1258 to the Present
Ms Malino
After examining the origins of the Turkish presence in the Middle East, this course will explore the development of the religious and political institutions of the Ottoman Empire, their protection of Islam, and the subsequent confrontation of both Islam and the Empire with the challenge of Western Nationalism and Imperialism.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 352
Problems in African Civilization
Staff
Intensive study of the interaction between Islam as a socio-political and spiritual phenomenon, and traditional African societies. A problem-oriented, rather than a chronological approach. The origins and spread of Islam to sub-Saharan Africa, patterns of Islamization, growth of centralized political institutions, the role of Muslim brotherhoods, Mahdism and Messianic movements, development of Afro-Islamic literature and scholarship—Swahili, Hausa, and Arabic—and the influence of Islam on modern nationalism and Pan-Africanism.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Department of History

Hist 355
Colonial Latin America
Ms Schneider
The imposition of Spanish and Portuguese institutions on the pre-Columbian civilizations in the new world, and the economic, social, religious, political, and cultural institutions that developed in Latin America. Emphasis on the differences and similarities between colonial Latin America and other contemporary and later empires.
Note: This course is a requirement for the Latin American Studies Program.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 356
Latin America since Independence
Ms Schneider
The histories of Mexico, Argentina, Brazil, and Cuba since 1800. Emphasis on British and American economic expansion into these countries during the nineteenth and twentieth centuries, and the resulting political and social consequences.
Note: This course is a requirement for the Latin American Studies Program.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 358
War in the Twentieth Century
Mr Gagnon, Mr Peattie
A study of military plans, strategy and weapons employed in twentieth century wars, and their consequences on the battlefield, together with their larger impact on the societies involved. Emphasis on the two world wars and the Vietnam War. The course concludes with a review of current military plans and weapons systems of the world powers in the perspective of military history since 1914.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Hist L360 (EASt L360)
Traditional China
Staff
A survey of traditional China from ancient times to about 1800, with emphasis on cultural, intellectual, and social developments.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 361 (EASt L361)
History of Modern China
Staff
A survey of the political, social, and intellectual development of China from 1800 to the present, with emphasis on Sino-Western relations and twentieth century reform and revolution.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist L362 (EASt L362)
Traditional Japan
Mr Peattie
A historical survey of cultural, political, social, and economic developments in Japan from ancient times to about 1800, with special emphasis on the formation of the cultural and social traditions of Japan.
Note: Hist LE 160 (EASt 160) is strongly recommended, although not required, as preparation for this course.
3 Lect Hrs, 3 Credits

Hist L363 (EASt L363)
Modern Japan
Mr Peattie
A historical survey of economic, social, political and cultural developments in Japan from 1800 to the present, special consideration of economic and foreign policy problems.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 364
From Rebellion to Independence: India since 1857
Mr Ahmad
Intended to be an introduction to the Indian subcontinent as it emerged from British rule to independence. Designed for students interested in this area and the Third World, regardless of major. The framework of the course is historical, but it also deals with social and religious institutions such as the caste system, as well as economic and political change in a traditional society.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 367
Modern South Africa
Mr Ahmad
With a central focus on race relations, this course examines political and economic developments in South Africa during the twentieth century. Specific themes include the rise of Afrikaner nationalism; black resistance movements; apartheid policies and their implications for race relations; the role of labor; and South Africa and the United States.
Prerequisite: Sophomore standing, or permission of instructor.
3 Lect Hrs, 3 Credits

Hist L369 (AmSt L369)
The Family in Early America, 1600-1800
Mr Quitt
The course focuses on relationships between husbands and wives and between parents and children. Consideration is given to regional, socio-economic, ethnic and racial variations. A major theme is the role of the family in transmitting culture over space and time in Anglo-America from 1600 to 1800. A principal question: did a distinctive American family style emerge by the end of this period?
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 370
American Colonial History: The Earliest Settlement to 1763
Mr Chu
The English background of emigration and settlement. The evolution of imperial institutions; American social, economic, and religious development. Emphasis on political ideas, institutions and behavior in the seventeenth and eighteenth centuries.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 371
Age of the American Revolution, 1763 to 1789
Mr Chu
The development of the conflict with Britain, 1763-1776, the Revolutionary War and its effect, the forming of republican institutions for state and federal governments.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 372
The Early Republic
Mr Quitt
Survey and analysis of the early development of the United States as an independent federal republic. Focus will be on key issues: civil liberties, slavery and the first emancipation, federalist economic policy, neutrality, war, institutional growth (presidency, congress, judiciary, political parties), and changes, in the social, ideological and cultural environment.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Department of History

Hist 373
American Slavery
Mr Chesson
The Afro-European heritage of slavery, the Atlantic slave trade, the origins of slavery in the United States, its early abolition in the North and continued development in the South, culture of the slave community, black resistance and rebellion, the attack on and the defense of slavery, its final destruction in the Civil War, and the lasting significance of slavery in American life.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 374
Age of Jackson
Mr Faler
The social, economic, political and cultural history of the United States from 1815 to 1861.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 375
Civil War and Reconstruction History
Mr Chesson
Causes of the Civil War, its social, political, and ideological history, and the problems and results of Southern Reconstruction.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 376
American Urban History
Mr McMullin
The urbanization of the United States from the colonial era to the Great Depression with coverage of chronological and geographical developments as well as special topics of city life.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 377
The Old South
Mr Chesson
The history (social, political, economic, intellectual) of the South and the development of a distinctive region and culture from the first permanent English settlement at Jamestown to the firing on Fort Sumter, with coverage of such topics as climate, staple crop agriculture, economic colonialism, the institution of slavery, the Virginia dynasty, Whitney's gin, the black belt and the rise of King Cotton, Nullification, filibustering, removal of the Indians, Southern violence, women on pedestals, antebellum literature and religion, moonlight and magnolias, and the harsh realities of the militant South on the eve of the Civil War.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 378
American Legal History
Mr Chu
An exploration of the evolution of three major areas of private law: torts, contracts, and property. The primary focus of the course is the way in which law both reflects and changes social and economic conditions. In addition, the course will examine the legal dimensions of historical changes in American life. Finally, the course will introduce students interested in the law to forms of legal analysis and to a number of major landmark decisions in the area of private law. The course is also designed to be an introduction to legal material and forms of legal analysis.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 379
The United States in the Twentieth Century, 1900 to 1937
Staff
American politics and culture from the Progressive period through the New Deal.
Prerequisite: Hist 266 or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 380
The United States in the Twentieth Century, 1937 to the Present
Staff
American politics and culture from the New Deal to the present.
Prerequisite: Hist 266 or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 381
History of American Religion
Mr O'Toole
The history of religion in America from the earliest settlements to the present day. Particular attention is given to the nature and content of belief among the various American denominations, and to the ways in which those groups have attempted to put their beliefs into practice.
3 Lect Hrs, 3 Credits

Hist 382
Ideas and Society I
Staff
An interpretive survey of ideas, attitudes, and values in America, considered in relation to social change, from the seventeenth century through the mid-nineteenth century. Primary emphasis on religious, social, and political thought.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 383
Ideas and Society II
Staff
An interpretive survey of ideas, attitudes, and values in America, considered in relation to social change, from the mid-nineteenth century to the present. Primary emphasis on social, scientific, and religious thought.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 386
Law and Race in American Life
Mr Chesson, Mr Chu
This interdisciplinary course explores the ways in which, historically, the law has treated questions of race in the United States, and has reflected both racial attitudes and the socioeconomic and political order. The course illustrates the ways in which racial attitudes were enshrined in law and, in some instances, presented as being race neutral.
Prerequisite: Junior standing or departmental approval.
3 Lect Hrs, 3 Credits

Hist 387
History of American Foreign Policy in the Twentieth Century
Staff
Survey of United States foreign policy and diplomatic relations with other powers from the turn of the century to the 1960s. Emphasis on domestic sources of foreign policies and on general topics such as World Wars I and II, Cold War diplomacy, and the debate over America's role in world affairs.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist L388 (EASt L388)
History of East Asian-American Relations
Mr Peattie
A seminar/lecture course covering a broad range of problems—cultural, political, economic, psychological, as well as diplomatic—in the history of East Asian-American relations from the late eighteenth century until the present day. Primary concentration will be on American relations with China and Japan, though some attention will be given to Korea, as well as to Sino-Japanese relations.
Note: EASt E161 or a general familiarity with the modern history of East Asia is strongly recommended, although not required, as preparation for this course.
3 Lect Hrs, 3 Credits

Department of History

Hist 391
American Technology
Mr Robinson
This course analyzes the developments in United States technology from the eighteenth century to the twentieth. It concentrates on selected topics such as the American system of manufactures and the emergence of mass-production techniques, changes in energy utilization, the development of the iron and steel industries and of the machine-tool industry and agricultural technology. Comparisons will be made throughout with British technology.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 392
History of Working People in America
Mr Faler
A history of working people in America, from colonial times to the present, with special emphasis on industrialization, its economic and social impact on workers, and the ways in which working people respond to those changes.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 393
A Social History of Working Class Women
Staff
General social history of women and institutions that governed their lives—the family, sexual and reproductive practice, child-raising practices, the social organization of work, and control over the means of production.
Prerequisite: A women's studies course and permission of instructor.
3 Lect Hrs, 3 Credits

Hist 394
Women in Social Movements, U.S., 1800-Present
Staff
The experience of women in social movements in the U.S. since 1800, including trade unionism, abolitionism, feminism and socialism.
3 Lect Hrs, 3 Credits

Hist 395
History of Boston
Mr Prouty
A general survey from 1630 to the present, emphasizing the variety of people who gave this seaport its special character and prominence in American history.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 398
Constitutional History of the United States
Staff
This course proposes to examine the changing constitutional structure—national, and federal as it applies to states, and the triune separation of powers within the national government—from 1781 to the present.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

Hist 404
History of Common Law
Mr Percy
The principles underlying the evolution of law in Western Europe. Emphasis on England during the Middle Ages. Some of the legal concepts and procedures necessary in understanding medieval history and common law. Recommended for pre-law students.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 405
The Medieval Mind
Mr Percy
Through literary, philosophical, and religious masterpieces from the period, this interdisciplinary seminar probes the culture which created the modern West and considers the differences between its modes of thought and moral values and ours.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 406
The Viking Age
Mr Robinson
An overview of the Viking Age, c. 780-1070 A.D., dealing with the Viking realms of Denmark, Sweden, and Norway, as well as with settlements in the British Isles and elsewhere. Students will be expected to read widely in a variety of recommended sources—archaeological, historical, and literary.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 408
Religious Revolutions
Ms Watkins
This course introduces the student to moments of revolt and reform in the history of religion. The course examines both what is unique and what is similar in the events and ideas which brought Christianity into being out of Judaism, Islam out of the tribal religious customs of the Arabs, Protestantism out of Catholicism, Hassidism out of eighteenth century Judaism, and Buddhism out of Hinduism, and, in its adaptation to China, out of Taoism.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 423
The Russian Revolution, 1917
Ms Kingston-Mann
The origins and development of the Russian Revolution, with special emphasis on the questions of war, property, and constitutional freedom that divided pre-revolutionary opponents of the Tsarist regime in 1917.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 424
The Stalin Era
Mr Shatz
An investigation of Stalin's rise to power, his methods of rule, and the place of the Stalin Era in Russian History.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 425
Russian Dissidents
Mr Shatz
The social, psychological, and intellectual origins of dissent in Russia, from the reign of Catherine the Great to the present. Examines the rise of the intelligentsia, the development of the revolutionary movement, the impact of Stalin's purges, and the emergence of the Soviet dissidents.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 426
Literature and History, Russia 1825 to 1917
Ms Kingston-Mann
The interaction between Russian literature and Russian history between 1825 and 1917.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 428
The Germanies Since 1945
Mr Bookbinder
This course traces the emergence of the two distinct German states from a common heritage.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Department of History

Hist 429
Hitler, A Man and His Times
Mr Bookbinder
A focus on the life and career of Adolf Hitler to elucidate an important period in German and European history.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 431
The French Revolution
Mr Hunt
History of the efforts of the French people to overthrow the social system of the old regime and to replace it with one more suited to their needs.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 433
Mussolini and Italian Fascism
Mr DiScala
An analysis of Mussolini's personality and of Fascist doctrine and practice. The nature of Fascism, its origins and its significance for the modern world will be examined. The influence of Italian Fascism in other countries of Europe and in America will be discussed.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist L437 (RelStd L437)
The Jewish Mind to 1600
Mr Segal
Foundations of Jewish thought and institutions from the age of the Talmud to the early modern period. Characteristic features of Talmudic law and lore, medieval Jewish philosophy, mysticism, and humanism are examined, with attention both to historical context and to Biblical background.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 443
Marx and Freud: Studies in Modern Intellectual History
Staff
A comparison of the approaches of Marx and Freud to political and social problems.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 446
History of Feminist Thought
Staff
An upper level survey of feminist theory, European and American. It will concentrate primarily on the development of feminist thought between the late eighteenth century and the present, reading such theorists as Wollstonecraft, Mill, Gilman, Marx, and contemporary women's liberation writers.
Prerequisites: Hist E112 or equivalent, a women's studies course, and junior standing.
3 Lect Hrs, 3 Credits

Hist 450
Modernization, Nationalism, and Revolution in the Middle East I
Mr Ahmad
Impact of the Western world on the Middle East and the Middle Eastern response, especially the latter, from 1798 to 1914. Comparative analysis of the different societies of the area and their political, economic, and social structures.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 451
Modernization, Nationalism, and Revolution in the Middle East II
Mr Ahmad
Impact of the Western world on the Middle East and the Middle Eastern response, especially the latter, from 1914 to the present. Comparative analysis of the different societies of the area and their political, economic, and social structures.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 465
Twentieth Century Vietnam
Mr Hunt
Examination of the rural and pre-industrial Vietnamese social order as it evolved through phases of colonialism and World War, revolution and guerrilla warfare. The course proceeds from a Vietnamese perspective, illustrating the dilemmas faced by peasants in an era of modernization.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

Hist 478
Special Topics
Staff
Intensive study of topics in history. Course content and credit will vary each semester and will be announced during the advance registration period.
Prerequisite: Junior standing.
Hrs by arrangement, 3 Credits

Hist 479
Special Topics
See Hist 478.

Hist 480
Seminar in European History
Staff
A problem course intended to give training in historical research and writing. The field of European study varies each semester.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Hist 481
Seminar in American History
Staff
A problem course intended to give training in historical research and writing. The field of American study varies each semester.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Hist 482
Seminar in Latin American History
Ms Schneider
A problem course intended to give training in historical research and writing. The field of Latin American study varies each semester.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Hist 484
Works of Great Historians
Staff
Seminar in methods. The purpose is to acquaint the majors in history with the works of great historians. The historical method, literary style, and ideological orientation in the works to be studied are carefully examined.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Hist 485
Applied History
Mr O'Toole
An introduction to the varieties of historical activity and to the range of options available for non-traditional careers in history. After an examination of historical method, the course considers the kind of work involved in careers related to archives, libraries, museums, historical archaeology, historic building preservation, oral history, documentary editing, and publishing. All students will complete a project in a local historical agency.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Department of History

Hist 487
Cooperative Education/Internship, History
Staff
Through the cooperative education/internship program majors in the history department are placed in paid work assignments or non-paying internships which relate to studies in applied history. Work periods are generally six months and begin in either January or July. Students are placed by the cooperative education/internship office and awarded credit for study in conjunction with the work experience: typically six credits for full time work and three credits for part time work. Credit is awarded only to students who successfully complete a study plan submitted to and approved by a member of the department. The plan should detail a body of work equivalent to that expected in a classroom-based course for the same number of Credits. The study plan should include appropriate reading and writing assignments.
Prerequisites: Sophomore standing, permission of the department chairperson, the director of cooperative education, and the instructor. By application and interview only.
3-6 Credits

Hist 488
Independent Reading
Staff
Guided reading and research; may be used in departmental honors program.
Prerequisite: Junior standing.
Hrs by arrangement, 3 Credits

Hist 489
Independent Reading
See Hist 488.

Hist 490
Honors Thesis
Staff
A major research paper written under the supervision of a member of the department and defended before an Honors Committee. Students completing this work successfully will graduate with Honors in History.
Prerequisites: Senior standing as a History major, a 3.0 general cumulative average, and a 3.3 cumulative average in history.
Hours by arrangement, 3 Credits

Graduate Courses

Hist 610
American Historical Tradition
Staff
This course will explore the major schools of American historical interpretation and will study the historical controversies that surround major developments in the history of the United States. Among the many historians to be discussed are Bancroft, Turner, Beard, Hofstadter, and Williams.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 4 Credits

Hist 615
European Historical Tradition
Staff
The history of European historical writing from Voltaire to Toynbee, with emphasis on the historians of the nineteenth century.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 4 Credits

Hist 620
Biography
Mr Shatz
The art and craft of biographical writing. The course will examine a variety of approaches to biography, e.g., psychobiography, literary biography, political biography. Representative examples of each of these approaches will be analyzed. Particular attention will be paid to the retrieval and critical use of biographical materials, such as autobiography, archives, oral sources.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 4 Credits

Hist 631
Fall of the Roman Empire
Mr Foss
This course examines one of the great problems of European history and in the process surveys the entire period from the third century to the early seventh. It considers the reasons for the fall of the Roman empire, and discusses some of the explanations that have been proposed. Topics include the crisis of the third century; Diocletian and Constantine; the Germanic invasions; and the reign of Justinian.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 4 Credits

Hist 632
Genocide in History
Mr Foss
A cross-cultural survey of a widespread phenomenon, this course discusses genocide from an historical point of view. Numerous cases from different regions of the world and from ancient to modern times are analyzed with a view to defining and explaining genocide.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 4 Credits

Hist 636
Weimar Germany
Mr Bookbinder
An examination of German life and culture under the Weimar Republic, chiefly through studies of diverse primary sources ranging from memoirs and public addresses to literature, the arts, and architecture. Each student investigates one aspect of Weimar history using the available primary source material (in translation) and delivers an oral presentation and a final major paper.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 4 Credits

Hist 640
England, America and Revolution
Mr Smuts, Mr Chu
This course will examine the nature of politics and political practice in both the colonies and Great Britain during the eighteenth century. The major focus on the course will be the ways in which distinctive English and American political cultures emerged out of a common tradition.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 4 Credits

Department of History

Hist 645
History and Social Theory
Staff
This course examines the relation between history and social theory as exemplified in two major traditions of nineteenth century thought—Conservative and liberal. Among the figures to be discussed are Burke, Tocqueville, Mill and JF Stephen.
Prerequisite: Graduate standing or permission of instructor
3 Lect Hrs, 4 Credits

Hist 681
Topics in European History
Staff
Examinations of important themes in European political and social, cultural and intellectual history. Topics will vary.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 4 Credits

Hist 682
Topics in American History
Staff
Examinations of important themes in American political and social, cultural and intellectual history. Topics will vary.
Prerequisite: Graduate standing or permission of instructor.
3 Lect Hrs, 4 Credits

The Honors Program

Faculty

Professor James F Brennan, Director, Associate Professor Isabelle Mao, Associate Director.

The Program

The Honors Program in the College of Arts and Sciences gives students an extraordinary opportunity to pursue their educational goals to the full extent of their interests and abilities. The program involves each student throughout his or her full course of study. It encourages academic excellence by bringing its members into intimate contact with like-minded fellow-students and concerned, enthusiastic faculty members. The Program's policies are guided in their implementation by a Faculty Advisory Board, and student representatives are invited to each meeting of the Board.

Eligibility depends upon evidence of academic achievement. Incoming freshmen and transfer students are invited to apply for admission, and faculty members may nominate students for admission. An interview with the director of the program is required.

Students in the program take accelerated and enriched courses, meet together for presentations and discussions in a year-long colloquium, and complete senior honors projects within their majors under the guidance of faculty mentors. To encourage close contact between students and faculty, the program also sponsors lectures, workshops, and social events. A special lounge and office complex provides space for informal gatherings and discussions among students and faculty affiliated with the program.

For each year of successful participation in the program, the honors student is identified by the University as an Honors Program Scholar. On completion of the program, the student's official transcript carries the designation "Honors Program Scholar, College of Arts and Sciences" and the designation of completion of departmental honors in the student's major.

Requirements

The Freshman Year (6 to 9 credits):

1. Engl 101 and/or 102 Honors Sections—one or two semesters, as determined by instructor (3 to 6 credits).
2. Freshman Honors Seminar—Honors 101 (3 credits).

The Intermediate Level (18 credits):

Students are required to select 6 intermediate (200-)level honors courses (3 credits each); three or four such honors courses are courses offered each semester. These courses are designed specifically for the students in the program by faculty invited to prepare honors courses in their area of expertise. These courses are drawn from all areas of the College, and they emphasize student participation and a reliance on primary source material. Each section is limited to 17 students. These intermediate level courses are designated "core substitutes," so that they may be used, by Honors Program students only, to meet CAS core and distribution requirements. Students in the program wishing to use honors courses as core or distribution courses must have certification from the program director.

Junior Year Colloquium (6 credits):

Students are required to participate in a year-long course series, Honors 380, Honors Colloquium I, and Honors 381, Honors Colloquium II. The Colloquium is designed as an integrative experience dealing with issues around a specific theme that varies from year to year.

Senior Departmental Honors (6 to 12 credits):

As part of the collegiate honors program, students are required to fulfill the honors requirements in their respective majors. In cases of students majoring in departments that do not have senior honors, or if students wish to develop an interdisciplinary honors project, an ad hoc faculty committee will be formed by the Honors Program. In such cases, the student receives 6 credits for successful completion of the project.

The Honors Program

Additional Requirements:

1. Language: All honors students are required to complete two semesters of work at the intermediate level of a foreign or classical language.
2. Mathematics: Proficiency in mathematics is usually demonstrated at the level of calculus (Math 140). With permission of the director, appropriate courses taken in computer science and/or statistics may fulfill the mathematics requirement.
3. Honors students must maintain a GPA of 3.0 or better to remain in good standing. Students who fall below this level are placed on probationary status for one semester and must make remedial efforts in order to remain in the program.

Honors 101
Freshman Honors Seminar
Mr Brennan, Mr Bruss
This course surveys the different areas of scholarship and research that make up the liberal arts curriculum. Beginning with a review of the nature of knowledge and its varied forms, the course examines and compares types of questions, research methods, modes of discourse, and the values inherent in the various disciplines
Prerequisite: Honors student standing, or permission of program director.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Honors 228
Mozart in Vienna
Mr Spaethling
This course focuses on the last ten years of Mozart's life. The composer's letters and other contemporary documents serve as a basis for discussing his personal and creative life, his successes as composer and performer, and the agonies of his final years. The course focuses on the close reading, listening, and viewing of three operas: The Marriage of Figaro, Don Giovanni, and The Magic Flute. The texts are discussed with regard to their literary traditions, their quality as dramatic literature, and their musical representation. Other works by Mozart briefly presented include Mass in C minor, K. 427; Symphony in G Minor, K. 550; Piano Concerto in B flat Major, K. 595.
Prerequisite: Honors student standing, or permission of program director.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Honors 233
The World of Christopher Columbus
Ms Estow
This course examines the complex circumstances—ideological, technological, economic, and others—that led to the rapid opening of the world by European explorers of the fifteenth and sixteenth centuries. The role of Columbus and the Spanish Crown that sponsored his voyages receives particular attention. Emphasis is also placed on the ways in which native Americans and Europeans were affected by their initial contact with each other.
Prerequisite: Honors student standing, or permission of program director.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Honors 234
The Idea of Utopia
Mr Crossley
The course examines the persistence of utopian thinking in a wide range of philosophical and literary texts from Plato through the twentieth century. Students are expected to make occasional class reports, to undertake limited research projects in small groups, and to present their projects publicly at the end of the term.
Prerequisite: Honors student standing, or permission of program director.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Honors 245
Making the Third World Modern
Ms Hartford
This course explores Western endeavors to promote "modernization" and "development" in the Third World through the use of various forms of developmental aid. Specific emphasis is placed on efforts by international agencies to promote development in Africa, Asia, and Latin America through programs emanating from foreign aid policies, multilateral aid, and responses to Third World debt. The course encourages the evaluation of developmental programs along scientific, cultural, and ideological lines; to do this, it makes use of the literature of anthropology, economics, political science, and sociology.
Prerequisite: Honors student standing, or permission of program director.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Honors 248
Natural History, Life Cycles, and the Fossil Record
Mr Gibbons
This course concerns the origin, nature, and variety of life. Participants study the fossil record, comparative anatomy, developmental anatomy, and life cycles, with an eye toward illuminating life processes. The course seeks to help students develop habits of critical thinking in these areas of study.
Prerequisite: Honors student standing, or permission of program director.
Distribution Area: Natural Sciences
3 Lect Hrs, 3 Credits

Honors 260
Neural Foundations of Behavior
Ms Samuels
This course critically evaluates some basic theoretical positions on the nature of brain-behavior relationships. It seeks to assess the underlying assumptions, the validity, and the limitations of such major techniques as ablation, electrical stimulation, and single cell recordings, which are used to establish brain-behavior correlations. Discussions also focus on the analysis of written research into the neural bases of emotion, motivation, and memory, with emphasis on original sources.
Prerequisite: Honors student standing, or permission of program director.
Distribution Area: Natural Sciences
3 Lect Hrs, 3 Credits

Honors 265
Conservation Biology
Mr Bawa
The origins, evolution and preservation of biological diversity are the main themes of this course. Biological diversity is examined at the level of genes, populations, and communities. Topics include the management of biological diversity, consideration of the design of nature reserves, conservation of species in botanical gardens and zoos, and the preservation of germ plasm in gene banks. The last part of the course is devoted to the discussion of such contemporary issues in conservation biology as tropical deforestation, genetic engineering and conservation, and restoration ecology.
Prerequisite: Honors student standing, or permission of program director.
Distribution Area: Natural Sciences
3 Lect Hrs, 3 Credits

Humanities Courses

The Honors Program

Honors 380
Honors Colloquium I
Staff
The Honors Colloquium provides a forum for discussion; its goal is the integration of ideas on a broad range of issues involving one theme, which varies from year to year. The colloquium attempts to identify critical issues, controversies, and analytic strategies associated with each topic. Honors students must take two sequential semesters (Honors 380 and 381) to satisfy the program requirement.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits

Honors 381
Honors Colloquium II
Staff
A continuation of Honors 380.
Prerequisite: Honors student standing, or permission of program director.
3 Lect Hrs, 3 Credits

Honors 490
Special Topics
Staff
Topical coverage in selected fields of scholarly interests directed by members of the faculty.
Prerequisite: Honors student standing, or permission of program director.
Variable Hrs, 3-6 Credits

Human C125
(Hist) The Image of Man in Western Thought
Mr Powers
This course examines the theme of human nature as reflected in the great works of the Western tradition. Included are works by Plato, St Augustine, Hobbes, Rousseau, and Freud. Students develop skills in verbal expression by writing papers on each of the texts, and papers involving comparison of two or more. These papers are carefully evaluated with respect to logical coherence, grammar and style. Reading skills are developed by the analysis of difficult and complex texts.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Human C271
(Ger) The Literature of the Holocaust
Mr Hoelzel
An analysis of, primarily, the imaginative literature written about Jewish suffering and death under the Nazis. The course begins with a brief history of the Holocaust. On occasion the course includes a guest lecture as well as an interview with a survivor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Human L250
(AmSt and Music) Popular Song
Ms Myers-Spencer
The study of lyrics and music and their various elements and styles in American popular songs, focusing on ballads from Irving Berlin to Rodgers and Hart to Stephen Sondheim, rhythm and blues, and beyond.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Human 254
(Ger) Romanticism and European Literature
Mr Ott
The course focuses in lecture and discussion on the manifestation in literature of the Romantic Movement in Europe as one of the historic forces still shaping all our lives. The development of Pre-Romanticism and Romanticism in England, Germany, and France is traced via representative readings (Goethe's *Sorrows of Young Werther*, Eichendorff's *Memoirs of a Good-for-Nothing*, Chateaubriand's *Atala*) and poetry (by such figures as Goethe, Eichendorff, V Hugo, Wordsworth, Coleridge, Shelley). It will be seen how certain Romantic notions of the individual, of love, and of nature, still influence our thinking and feeling and ways of dealing with the world.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Human 255
(Ger) Pacting with the Devil—The Faust Tradition
Mr Hoelzel
A lecture course emphasizing critical interpretation of major texts in the Faust tradition by Marlowe, Goethe, and Thomas Mann. Attention is given to the evolution of the legend and to other adaptations of Faustian material.
Distribution Area: Philosophical and Humanistic Studies.
Prerequisite: Engl 101 or permission of instructor.
3 Lect Hrs, 3 Credits

Human 275
(Engl) The Literature of War: World War I to Vietnam
Mr Bowen
This course is an introductory survey of the literature of war in the twentieth century. It focuses mainly on the American experience, though readings also include British, German, and Vietnamese materials. Participants study the historical, cultural, and individual contexts of primarily fictional works.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Human 283
(Engl) The Image of Women in Literature
Ms Dittmar, Ms Washington
Archetypes and stereotypes of women in works by such writers as Chaucer, Shakespeare, Flaubert, Hawthorne, James, Ibsen, Chekhov, Hemingway, Faulkner, Mailer and Lessing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Human 345
(Engl) Fantasy and Utopia
Mr Crossley
A study of types and modes of fantasy in literature, such as science fiction, utopian romance, fairy-tale, satiric voyage, and tales of the preternatural.
3 Lect Hrs, 3 Credits

Interdisciplinary Courses

Interd Z104
Into the Ocean World: Marine Studies Seminar
Staff
An interdisciplinary course introducing the many disciplines that touch on the sea—the marine sciences, maritime history, marine politics and economics, and marine art and literature. Team-taught by experts in the sciences, social sciences, humanities and arts, the course is designed to highlight the sea's complexity and the far-reaching consequences of our interactions with it. Students will not become expert in any one aspect of marine study. Rather, they will learn to interrelate the many perspectives required to understand the marine environment and to make decisions about the oceans. Admission to the course by application and interview only.
3 Lect Hrs, Field Trips, 3 Credits

Interd Z106
History of Seafaring Based on Maritime Archaeology
Staff
An introductory historical survey of maritime transportation, trade, travel, exploration and warfare from approximately 3500 BC to the end of the wooden boat era in the late nineteenth Century. Information based on the remains of actual shipwrecks from the traditional historical periods will be analyzed in the context of the cultures and societies which produced them. Literary and art historical sources will also be studied.
3 Lect Hrs, 3 Credits

Interd Z107
Water, Water: Planning for the Future
Staff
An interdisciplinary introduction to our most precious resource. Water has shaped our bodies, our planet, our history, and our culture. How we manage it will shape our future. Because of increasing demand, waste, and pollution, we are depleting—and risk destroying—the limited supply of usable fresh water on earth. This course will look at water from scientific, historical, and cultural viewpoints and will survey contemporary water problems in all their dimensions: political, economic, and technological.
3 Lect Hrs, 3 Credits

Interd Z108
(Biol) Marine Mammals: Biology and Conservation
The course is designed to familiarize students with the biology and natural history of marine mammals. Emphasis is placed on whales, dolphins and seals of the North Atlantic but species from all over the world will be discussed. Topics will include evolution, anatomy, behavior, field identification, the history of whaling and contemporary conservation problems. In addition to lectures students will spend one three hour session in a laboratory performing a dissection and will participate in two to three marine field trips to Stellwagen Bank.
Prerequisites: Biol 111 and 112, or equivalent.
3 Lect Hrs, Lab and Field Trips, 3 Credits

Interd 125
Science for Humane Survival I
Staff
This course deals with the role of science in our society. It develops the perspective that scientific problems and controversies cannot be divorced from their political, economic, and social implications. After some introductory discussion of scientific methodology, validation of scientific theories, and questions concerning the objectivity of science, the class turns to some critical "global" problems. These include problems centering on population, natural resources, food production, environmental pollution, and energy. No scientific background is assumed, but enough science is presented in the course to permit meaningful discussion. This course has no prerequisites.
Distribution Area: Natural Sciences.
3 Lect Hrs/1 Disc Hr, 3 Credits

Interd 126
Science for Humane Survival II
Staff
This course deals with the role of science in our society and focuses on "local" problems. Among the topics discussed are food and nutrition, health care, scientific management, and several aspects of biological determination including social Darwinism, genetic screening, IQ, sex roles, sociobiology, and cloning. No scientific background is assumed, but enough science will be presented in the course to permit meaningful discussion. This course has no prerequisites.
Distribution Area: Natural Sciences.
3 Lect Hrs/1 Disc Hr, 3 Credits

Interd 190
Health and Medicine
Staff
Discussion of the special academic skills needed in math and science to be a successful Pre-med, the opportunities and careers in the health field, and the skills needed in health fields, including clinical and applied research skills in science and related areas. The course focuses not only on an analysis of skills needed in medicine and the health sciences, but also on how to assess one's own strengths and weaknesses in these areas. Workshops are held to improve specific skills in math and science and students are introduced to clinical and applied research skills in science and health-related areas. Pass-Fail only.
Prerequisite: Permission of instructor.
1 Credit

Program in International Relations

Director

Associate Professor Primo Vannicelli

The Program

The Program in International Relations is designed to provide students, regrdless of their major, with a structured foundation in the study of international affairs. Although based in the Political Science Department, the program encompasses a variety of courses from other social science disciplines. The formal courses offer both general introductions to and in-depth study of the peoples and cultures of different world regions, the forces and institutions shaping the international economic system, and the relations among nations and their governments. Specifically, the program consists of a grouping of seven courses in the social sciences, as well as a foreign language requirement. The program does not provide a substitute for a regular major, or for other graduation requirements. Students completing all requirements will be issued a certificate and, in the case of matriculated students, a formal entry will also appear on their transcript indicating "Program of Study: International Relations," in addition to the student's major.

The program is particularly designed to serve the needs of four categories of students:

1. students in the College of Arts and Sciences majoring in a social science or foreign language. The program will be of particular interest to students desiring a general education in international affairs; students preparing for graduate work in some aspect of international studies; students planning careers in business, law, public service, journalism, information sciences, finance—with an international emphasis.
2. students in the College of Management with a special interest in international business and in multinational corporations.
3. students with an interest in teaching social studies in secondary schools.
4. non-matriculated students who have already completed a B.A. degree at UMass/Boston or elsewhere, and who may already be fully employed, but who lack formal training in international relations and want to expand their knowledge in the field, while also acquiring formal credit and obtaining a certificate in international relations.

Requirements and Recommendations

For Admission:

Any student at UMass/Boston, regardless of major, may enroll in the program. However, the program requirements and demands will most easily be met by students who have already completed at least three social science courses. Through careful planning it should be possible for most students interested in the program to meet its requirements while counting the courses as electives needed for graduation. For admission into the program, interested students should take these steps:

1. An initial discussion with one of the program advisors—to review the suitability of the student's background, discuss how the program will meet the student's educational and career goals, and help the student work out a preliminary study plan.
2. Obtain formal approval from the program director and fill out an enrollment form.
3. Complete a study plan, in consultation with a faculty advisor, and file a copy with the program director.

Non-degree-seeking students wishing to enroll in the program should consult with the program director for an individualized evaluation of their background and potential course of study.

For Completion:

I. Political Science 220 (International Relations)

II. Five electives—at least one course in each of the three categories below:

A. Area and sociocultural studies

B. International political economy

C. Foreign policy and transnational relations

(Please refer to the list below for approved courses in each category)

III. Senior Project in International Relations (IR L499)

IV. Foreign Language: proficiency at the intermediate level, demonstrated in two ways:

A. by completing four semesters of a modern language; or

B. by examination administered by the Language Council at UMass/Boston (for students possessing prior competence in a foreign language).

Internships: with special permission, advanced students may enroll in IR 490 (Internship in International Relations). However, credits earned through an internship placement will not substitute for the minimum course requirements listed above.

Additional Recommendations

Students in the program are encouraged to take advantage of the University's semester-abroad and year-abroad options, or of other academic exchanges. Such plans should be discussed with the student's academic advisor in the program as early as possible, to facilitate completion of the program within a reasonable time.

Honors

Outstanding students are encouraged to discuss the possibility of qualifying for honors by carrying out a special program of study and research under the supervision of a faculty advisor.

Transfer Credit Policy

Transfer students should see the director to discuss the suitability of transferred courses for credit in the program.

Courses Relevant to the Program

The following is a representative, not an exhaustive listing of courses currently accepted for credit within the program. Because course content changes from year to year, students should consult with their academic advisor in the program each semester, and should choose their courses each term from an updated course list. The designations (A), (B), or (C) following each course refer to the distributive categories listed above.

Anth 254 (Culture and Personality) (A)
Anth C271 (Peoples and Cultures of the Middle East) (A)
Anth C272 (Peoples and Cultures of Africa) (A)
Anth C273 (Peoples and Cultures of Mesoamerica) (A)
Anth 274 (Peoples and Cultures of the Caribbean) (A)
Anth 351 (Evolution of Culture) (A)
Anth 363 (Cultural Ecology) (A)
Anth 380 (Power and Conflict in Non-Western Societies) (A)
Anth 451 (Developmental Anthropology) (A)
BlkSty 310 (Modern Caribbean Society) (A)
EASt L160-161 (Hist L160-161) (East Asian Civilizations) (A)
Econ 335 (International Economics) (B)
Econ 336 (Economic Development) (B)
Econ 337 (The African Economy) (B)
Econ 339 (The Latin American Economy) (B)
Econ 372 (Comparative Economic Systems) (B)
Econ 435 (The Multinational Corporation) (B)
GES 151 (Human Geography) (A)
GES 249 (World Regional Geography) (A)
GES 280 (Economic Geography) (A)
GES 350 (Geography of Underdeveloped Countries) (A)

Program in International Relations

Hist C230 (Nationalism in the Modern World) (A)
Hist 315/316 (Europe in the Twentieth Century) (A)
Hist 322 (Britain and the Empire Since 1850) (A)
Hist 324 (Russian History II Modern) (A)
Hist 331 (France Since 1789) (A)
Hist 334 (Italy from 1815 to the Present) (A)
Hist 356 (Latin America Since Independence) (A)
Hist 361 (History of Modern China) (A)
Hist L363 (EASt L363) (Modern Japan) (A)
Hist 364 (From Rebellion to Independence: India Since 1857) (A)
Hist 387 (History of American Foreign Policy in the Twentieth Century) (C)
Hist 428 (The Germanies Since 1945) (A)
Hist 451 (Modernization, Nationalism, and Revolution in the Middle East II) (A)
LatAm 101 (Culture and Society in Contemporary Latin America) (A)
LatAm 290 (Central America: Society and Culture) (A)
LatAm 303 (History of Reform and Revolution in Latin America) (A)
Phil 337 (Third World Political Philosophy) (A)
PolSci 201 (Comparative Politics of Industrialized Societies) (A)
PolSci 202 (Comparative Politics of Third World Nations) (A)
PolSci 220 (International Relations) (required course)
PolSci 353 (European Political Development) (A)
PolSci 354 (Postwar European Problems) (A)
PolSci 357 (Food: Politics and Policy) (B,C)
PolSci 360 (Government and Politics of Britain) (A)
PolSci 361 (Politics of Eastern Europe) (A)
PolSci 363 (Government and Politics of the Soviet Union) (A)
PolSci 366 (Media and International Affairs) (C)
PolSci 371 (Latin American Government) (A)
PolSci 375 (Third World Development) (B,C)
PolSci 387 (Government and Politics of China) (A)
PolSci 391 (Government and Politics of Africa) (A)
PolSci 410 (Politics of International Economic Relations) (B)
PolSci 411 (International Organizations I) (C)
PolSci 415 (Law and International Relations) (C)
PolSci 424 (American Foreign Policy) (C)
PolSci 430 (Soviet Union Foreign Policy) (C)
PolSci 477 (Special Topics in Politics; subject matter varies: consult semester update)
Sociol C272 (Social Changes in the Third World) (A)
Sociol 373 (Population and Ecology) (B)
Span 310 (Spanish Civilization) (A)

College of Management:
AF 626 (International Financial Management) (B)
MGT 434 (International Management) (B)
MGT 665 (Management: An International Perspective) (B)
MKT 430 (International Marketing) (B)

IR 490
Internship in International Relations
Staff
With permission of the program director, a limited number of qualified students may be placed in select agencies dealing with international affairs. Requirements include a written prospectus of the project, periodic conferences with a faculty supervisor, and a final written report integrating pertinent scholarly material with the practical experience obtained through the internship.
Hrs by Arrangement, 3-15 Credits

IR L499 (PolSci L499)
Senior Project in International Relations
Mr Langley, Mr Vannicelli, Mr Watanabe
Students carry out a focused project aimed at integrating the knowledge gained from courses taken in the program. Projects may take the form of traditional research papers as well as more work-related research dealing with significant international topics. The seminar format provides a framework for the sharing of experiences and the critical discussion of both papers and a common core of readings.
Hrs by Arrangement, 3 Credits

Irish Studies Program

Director

Thomas B O'Grady, Assistant Professor

The Program

The Irish Studies Program is an interdisciplinary program designed to provide students with the opportunity to study Irish and Irish-American culture, primarily through literature and history. Course offerings cover major aspects of Irish culture from ancient times to the present.

Courses in ancient Ireland and early Celtic literature in translation provide students with a basis for understanding the subsequent character of Irish culture. A study of Irish history from the seventeenth century to the present links old Ireland and new. Courses on the Irish Literary Renaissance provide an understanding of a period of great achievement in world literature particularly through the study of Ireland's most noted writers, James Joyce and William Butler Yeats. Study of the development of Ireland in the twentieth century focuses on the social and political upheaval surrounding the uprising of 1916, partition, civil war, and the general emergence of an independent Irish Republic. Study of recent Irish writing examines continuing literary achievement in Ireland, particularly in modern Ulster.

Requirements and Recommendations

Six courses are required for completion of the Irish Studies Program. Whenever possible, students should take History 339, English 414, or Irish Studies 201 before enrolling in courses which focus upon more recent material. Students are strongly urged to plan their course of study in consultation with the director of the program to ensure a broad exposure to the field of Irish Studies.

Department of Italian

Irish Studies Program

Courses (Asterisked courses may count toward the concentration when a substantial portion of the student's work in the course is on an Irish topic and when the course is approved by the program director.)

IrSt 201 Ancient Ireland
IrSt 301 Contemporary Northern Ireland I
IrSt 302 Contemporary Northern Ireland II
*Engl 324 Short Story
Engl L377/AmSt L377 Irish-American Literature and Culture
Engl 391 Joyce
Engl 392 Yeats
Engl 414 Early Celtic Literature in Translation
Engl 415 Irish Literature
Engl 419 Recent Irish Writing
Engl 425 Irish Short Story
Engl 427 Modern Irish Novel
*Engl 478, 479 Independent Study I and II
*Thr Art 213 American Theater Before O'Neill
*Hist C230 Nationalism in the Modern World
*Hist 322 Britain and the Empire Since 1850
Hist 339 Irish History, 1688 to Present
*Hist 395 History of Boston
*AmSt 405 The Immigrant Experience: Aliens Anglo-Saxons in American Society, 1830-1930

Transfer Credit Policy

Credit for courses taken elsewhere may be negotiated with the program director.

IrSt 201
Ancient Ireland
Staff
A cultural and historical survey of Ireland from the prehistoric period to the end of the middle ages. The course will examine such topics as the following: Ireland's pre-Celtic inhabitants and their archaeology; Celtic population groups, their religion and social organization; the religious and artistic heritage of Celtic Christianity; and the impact of Norse and Norman invasions on the native civilization.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

IrSt 301
Contemporary Northern Ireland
Mr O'Malley
This interdisciplinary course will study the conflict in Northern Ireland, together with its background and origins. Students read and discuss the history, sociology, politics and literature of the two Ulster communities in order to understand their different hopes, fears, values and personalities. Various proposed solutions to the "problem" of Northern Ireland will be considered in the light of this understanding.
Prerequisites: Sophomore standing or permission of instructor.
3 Lect Hrs, 3 Credits

IrSt 302
Issues in Northern Ireland
Mr O'Malley
Students will embark on courses of independent study (each student in a different area) to enhance their understanding of a particular aspect of the Northern Ireland problem, and the relationship of each to the whole. These areas include policing/security, discrimination in employment, segregation of education, pervasive political alienation, an examination of current proposals to break the stalemate, the question of consent, aspirations and identity, relationships between economic conditions and violence, and the hunger strikes.
Prerequisites: IrSt 301 or equivalent, and permission of instructor.
3 Lect Hrs, 3 Credits

Faculty

Fiora Bassanese, Associate Professor and Chairperson; Associate Professors Antonio Carrara, Gerald C Volpe

The Department

The department offers courses in elementary language study to small groups of students, with a language laboratory to augment the work of the classroom. For those who have some knowledge of the language, there are intermediate and advanced courses in the language arts, composition, conversation and stylistics. They can lead to study in the department's major, which includes courses in the various periods of Italian literature, Italian culture, and advanced language. The department offers, as well, courses in English on various aspects of Italian culture, such as politics, literature and cinema, women's studies, and the Italian-American experience. Courses range from the traditional lecture course to the small seminar on a particular topic.

Requirements

Students wishing to major in Italian must have achieved intermediate competence before embarking on one of the two major tracks offered.

Department of Italian

The Major

A minimum of 30 credits beyond the intermediate sequence (Ital 201-202) is required. Students choose one of the two following major tracks.

I. Italian Literature and Language

All students must take:

A. Italian 301 (Advanced Composition and Conversation) and Italian 305 (Language of Modern Italy), *and*

B. Italian 311 and Italian 312 (Introduction to Italian Literature, I and II)

The remaining six courses will be distributed as follows:

C. Two courses at the 300-level (period courses)

D. Two courses at the 400-level (genre courses)

E. Any two courses (in English or Italian) from departmental offerings, subject to advisor's approval.

II. Italian Studies

All students must take:

A. Italian 301 (Advanced Composition and Conversation) *or* Italian 305 (Language of Modern Italy)

B. Italian 311 and Italian 312 (Introduction to Italian Literature I and II)

The remaining seven courses will be distributed as follows:

C. Two courses, one at each level, from the 300- and 400-level offerings

D. Italian 260 (Tradition and Change in Italian Culture) or equivalent, subject to departmental approval

E. Four courses taken from departmental offerings in English. With the permission of the chairperson of the Italian Department, students can substitute *one* art course and *one* history course, if they wish, for departmental offerings in this category. These must be chosen from the following list:

Art 311 (Introduction to Italian Renaissance Painting)
Art 324 (Italian Sculpture, 1300 to 1600)
History 334 (Modern Italy from 1815 to the Present)
History 433 (Mussolini and Italian Fascism)

The Minor

Students majoring in another discipline may minor in Italian. They should discuss their program with the departmental chairperson. Minimal requirements include:

1. Intermediate proficiency (Italian 201 and 202)
2. Italian 301 (Advanced Composition and Conversation), or Italian 305 (Language of Modern Italy).
3. One course to be chosen from the departmental offerings in English
4. Two advanced courses (300 level or above) to be chosen from the departmental offerings in Italian.

Honors

To graduate with honors, a student must: 1. achieve a 3.5 average in his or her Italian studies; 2. submit to the Italian Department a short research paper written during the second semester of his or her senior year under the supervision of the departmental advisor; 3. take the comprehensive examination; 4. be recommended by the departmental Honors Committee; and 5. attain a 3.0 overall grade average.

The student may elect to discuss his or her honors paper in an open departmental meeting instead of taking the oral part of the comprehensive examination.

The department grants 6 credits toward the total 30 major credits for successful completion of the honors program.

Transfer Credit Policy

A student who transfers from another accredited institution may be granted up to fifteen credits toward the major requirement. Transfer students must, however, consult with the chairperson of the department as early as possible after registration.

Ital C165
Masterpieces of Italian Literature
Mr Volpe
Representative Italian masterpieces in English, from the Middle Ages to the twentieth century, such as Dante's *Vita Nuova*, Petrarch's love lyrics, Boccaccio's short stories, Macchiavelli's *The Prince*, Goldoni's theater, Leopardi's poetry, and Moravia's novels, each studied in the context of its contemporary civilization. The literary texts serve as models of artistic creativity, and the fundamental principles of art will be examined.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ital C267
The Renaissance View of Man
Staff
A study of Renaissance man's ideals concerning culture, education, artistic creativity, civic values, societal roles, and love, through a critical reading of pertinent texts. Readings and discussions in English.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Ital C273
Feminine Presence in Italian Culture
Ms Bassanese
Topics pertaining to the role of women in the formation of Italian culture since the Middle Ages. An interdisciplinary approach stressing literature, the arts, and social history. Topics include: women in the Italian Renaissance, women in love and literature, and motherhood. Texts will be selected from works by and about women, including poetry, autobiography, fiction, and history. Readings and discussions in English.
Note: WoSt C100 or C150 are recommended, although not required, as preparation for this course.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Department of Italian

Ital 101
Elementary Italian I
Staff
For students who have no creditable training in Italian; intensive practice in the four language skills, with an audio-lingual approach. Weekly laboratory attendance and assignments required.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Ital 102
Elementary Italian II
Staff
The continuation of Ital 101.
Prerequisite: Ital 101 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Ital 105
Intensive Oral-Aural Italian
Ms Bassanese
An accelerated language course that covers the entire elementary level in one semester, emphasizing listening and speaking skills. Intensive work in conversation, grammar and vocabulary. Weekly laboratory attendance and assignments required. Open to all students with no previous academic training in Italian. Upon completion students may enter the intermediate level.
Prerequisite: Permission of department.
Distribution Area: Foreign Languages.
7 Lect Hrs, 3 Lab Hrs, 8 Credits

Ital 201
Intermediate Italian I
Mr Carrara and Staff
An intensive review of grammar and further study of audio-lingual skills with correlated readings in Italian culture.
Prerequisite: Ital 102 or equivalent.
Distribution Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs, 4 Credits

Ital 202
Intermediate Italian II
Mr Carrara and Staff
A continuation of Ital 201.
Prerequisite: Ital 201 or equivalent.
Distribution Area: Foreign Languages.
4 Lect Hrs, 2 Lab Hrs, 4 Credits

Ital 260
Tradition and Change in Italian Culture
Ms Bassanese
The roots of Italian culture lie in both the middle ages and in the Greco-Roman heritage of the peninsula. These traditions continue into contemporary Italian life, giving coherence and a unifying identity to a land formed of distinct regions, linguistic groups, and sociohistorical experiences. The course explores how succeeding generations integrated and reinterpreted their cultural past in literature, the fine arts, philosophical thought, and social history from the fourteenth to the twentieth century. The course will be conducted in English.
Prerequisite: Sophomore standing or permission of department.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Ital 261
The Modern Italian Novel
Ms Bassanese
An analysis of the leading artistic and social problems of the twentieth century in works by such representative authors as Levi, Vittorini, Moravia, Silone, Svevo, Pavese, Pasolini, and Pratolini. Readings and discussions in English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ital 262
The Theater of Italy
Ms Bassanese
The evolution of the theater from the Renaissance to the Avant-Garde. Readings and discussions in English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ital 268
The Italian-American Experience—Literature and Society
Mr Volpe
A study of the contribution of Americans of Italian descent to American civilization, and of the interaction of the two cultures, through works of fiction and non-fiction. Consideration of the regions from which the original immigrants came. Readings and discussions in English.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Ital 270
Dante's Divine Comedy
Mr Volpe
A close reading of Dante's masterpiece—*Inferno*, *Purgatory*, *Paradise*—in the context of medieval civilization. Readings and discussions in English.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ital 276
The Italian Cinema
Staff
An in-depth look into the thematic and technical development of the Italian cinema in the context of literary and social history from neo-realism through the 1960's. Films by Rossellini, Visconti, De Sica, Fellini, Antonioni, and Pasolini. No knowledge of Italian required.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Ital 298
Tutorial I
Mr Carrara
A course designed to assist students majoring, or wishing to major, in Italian, in those areas where individual problems of learning or preparation need to be resolved.
Prerequisite: Ital 202 or departmental prognostic test.
Hrs by arrangement, 1-2 Credits

Ital 299
Tutorial II
Mr Carrara
See Ital 298.
Prerequisite: Ital 202 or departmental prognostic test.
Hrs by arrangement, 1-2 Credits

Ital 301
Italian Composition and Conversation
Ms Bassanese
An intensive review of grammar, exercises in free composition, and advanced conversational practice.
Prerequisites: Ital 102 or equivalent and permission of department.
3 Lect Hrs, 3 Credits

Ital 305
Language and Modern Italy
Ms Bassanese
An advanced course in contemporary Italian usage. Analysis of diverse linguistic models, translation and comparative study of English and Italian. Discussion of regional differences in speech, development of idiomatic and specialized vocabulary, and an exploration of genre and style.
Prerequisites: Ital 201 and 202 or equivalent.
3 Lect Hrs, 3 Credits

Department of Italian

Ital 311
Introduction to Italian Literature I
Staff
A survey of Italian literature as a reflection of Italian civilization from the Middle Ages to the Renaissance.
Prerequisite: Ital 202 or equivalent.
3 Lect Hrs, 3 Credits

Ital 312
Introduction to Italian Literature II
Staff
A continuation of Ital 311. A survey of Italian literature as a reflection of Italian civilization from the Renaissance to the modern period.
Prerequisite: Ital 202 or equivalent.
3 Lect Hrs, 3 Credits

Ital 320
Dante: La Commedia
Mr Volpe
A close reading of Dante's masterpiece in the context of Medieval civilization.
Prerequisite: Ital 311 or permission of instructor.
3 Lect Hrs, 3 Credits

Ital 330
Letteratura del Medioevo
Mr Carrara
The dawning of Italian literature as an artistic medium in the Middle Ages: first examples of courtly poetry, theater and narrative. Readings from the early religious writers to Petrarch and Boccaccio.
Prerequisite: Ital 311 or permission of instructor.
3 Lect Hrs, 3 Credits

Ital 340
Il Rinascimento
Ms Bassanese
An overview of Italy's Renaissance, from the classical concerns of the Humanists to the religious oppression of the Counter-reformation, this course will explore the intellectual, philosophical, and artistic aspirations and achievements of the fifteenth and sixteenth centuries. Readings will include Lorenzo de' Medici, Machiavelli, Ariosto, Castiglione, and Tasso.
Prerequisite: Ital 311 or permission of instructor.
3 Lect Hrs, 3 Credits

Ital 350
Dal Barocco all' Illuminismo
Ms Bassanese
Marino, Vico, Goldoni, Parini, and Alfieri as examples of the development from the extravagance of the Baroque to the rationalism of the Age of Enlightenment.
Prerequisite: Ital 311 or permission of instructor.
3 Lect Hrs, 3 Credits

Ital 360
L'Ottocento
Ms Bassanese
A panoramic view of the major movements affecting nineteenth century Italian culture: Neoclassicism, Romanticism, the Risorgimento, Verismo, and Decadentism. Readings will include Foscolo, Leopardi, Manzoni, Mazzini, Verga, Carducci, Pascoli, and D'Annunzio.
Prerequisite: Ital 312 or permission of instructor.
3 Lect Hrs, 3 Credits

Ital 370
Il Novecento
Staff
An overview of the major protagonists, trends and movements in twentieth century Italian literature from the earliest signs of cultural disaffection in the Crepuscolari and Futuriste to the linguistic games of the semiologists.
Prerequisite: Ital 312 or permission of instructor.
3 Lect Hrs, 3 Credits

Ital 410
La Lirica
Mr Carrara
A study of the development and evolution of the Italian lyrical tradition from the Sicilian school to the modern period.
Prerequisite: Ital 311 or 312 or permission of instructor.
3 Lect Hrs, 3 Credits

Ital 420
La Novellistica
Mr Carrara
A study of the evolution of the short story from Boccaccio's *Decameron* to the modern short-fiction writers. A selection of writings from each century will be read and discussed from literary, social and cultural perspectives.
Prerequisite: Ital 311 or 312, or permission of instructor.
3 Lect Hrs, 3 Credits

Ital 430
Il Teatro
Ms Bassanese
A critical survey of the development of Italian theater from the late Middle Ages to the present, emphasizing significant contributions made to the international stage. Readings range from the Renaissance works of Poliziano and Machiavelli to the modern dramas of Betti and Pirandello.
Prerequisite: Ital 311 or 312, or permission of instructor.
3 Lect Hrs, 3 Credits

Ital 440
Il Romanzo Moderno
Ms Bassanese, Mr Carrara
A study of the Italian novel from Manzoni to contemporary writers. Literary trends such as "Verismo", "Regionalismo" and "Letteratura di costume" will be considered in the writings of Verga, Manzoni, Vittorini, Moravia and others.
Prerequisite: Ital 312 or permission of instructor.
3 Lect Hrs, 3 Credits

Ital 441
Modern Italian Poetry
Mr Volpe
A survey of the principal poets from Carducci to Saba, with emphasis on Hermeticism.
Prerequisites: Ital 311 or equivalent and permission of department.
3 Lect Hrs, 3 Credits

Ital 476
Cinema, E Letteratura
Staff
An in-depth look into the thematic and technical development of the Italian cinema in the context of the literary, social and cultural history from Neo-Realism to the present. Films by Rossellini, Visconti, DeSica, Fellini, Antonioni, and Pasolini. Discussions in Italian.
3 Lect Hrs, 3 Credits

Ital 478
Readings and Research I
Staff
Especially recommended to seniors. Independent study and frequent consultations with a departmental advisor on a fairly broad aspect of Italian literature of special interest to the student.
Prerequisite: Permission of department.
Hrs by arrangement, 3 Credits

Ital 479
Readings and Research II
Staff
See Ital 478.
Prerequisite: Permission of department.
Hrs by arrangement, 3 Credits

Department of Italian

Ital 490
Special Topics
Staff
In-depth study of a particular author, work, theme, or historical period. Course content will vary each time the course is offered. Students are invited to suggest topics of special interest to them.
Prerequisites: Ital 311 or equivalent and permission of department.
3 Lect Hrs, 3 Credits

Ital 498
Honors Thesis in Italian I
Staff
Independent and original investigation of a specific aspect of Italian literature of special interest to the student, under the supervision of a departmental advisor.
Prerequisite: Permission of department.
Hrs by arrangement, 3 Credits

Ital 499
Honors Thesis in Italian II
Staff
See Ital 498.
Prerequisite: Permission of department.
Hrs by arrangement, 3 Credits

Ital 500
History of the Italian Language
Mr Carrara
Survey of the evolution of Italian from spoken Latin to the modern language with analysis of texts from each major period.
Prerequisites: Ital 302 and 312 or equivalent.
3 Lect Hrs, 3 Credits

Latin American Studies Program

Faculty

Associate Professor and Director Jack Spence, Associate Professor Nate Raymond

The Program

Latin American Studies is an interdisciplinary program designed for students interested in social sciences, Spanish and Portuguese literature, or management. Students may take Latin American Studies as a program which appears on their transcripts as such; or they may major in it alone, or as part of a double major through the individualized majors program. Latin American Studies offers a general and comprehensive consideration of the literary, economic, historical, anthropological, artistic and political currents in Latin America; and an overview of the living conditions of the 19 million Hispanics currently living in the United States.

The program's course of study prepares students for jobs in government and in both private and public agencies, as well as providing a solid foundation for graduate study. Many students enroll in Latin American Studies to gain richer and fuller understanding of their own life experiences or of those of the people around them.

Upper level Latin American Studies courses include LatAm 301 (Hispanics in Urban America), taught each year by a leader of the Boston Hispanic community. Experts from private, municipal, and state agencies come as guest speakers to acquaint students with the many and complex facets of urban situations faced by Hispanics, and with career opportunities in the Boston area.

The program also offers mini-courses on such topics as "The Mayan World;" "Multinational Corporations;" "Social Aspects of Caribbean Literature;" "Comparative Caribbean Economics;" "Venezuelan, Peruvian and Chilean Political Change;" and "Central American Revolutions."

The Latin American Studies Program provides students with the opportunity to immerse themselves in the mores and culture of Latin American and Caribbean people by sponsoring numerous lectures and cultural events. These offerings help introduce students to one another and give them group experiences with others interested in the same field of study. Many students receive credit for studies done in Latin America, including the University's program for field study of political economy in Cuernavaca, Mexico.

Requirements:

For Admission to the Program:

Sophomore standing; completion of at least one course in any of these disciplines: social sciences, Spanish and Portuguese, or management.

I. Knowledge of the Spanish or Portuguese language, or a firm commitment to acquire such knowledge.

For Completion of the Program

II. Two of the following four courses:
   A. LatAm 101 (Latin American Society and Culture)
   B. Hist 355 (Colonial Latin America)
   C. Hist 356 (Latin America Since Independence)
   D. LatAm 301 (Hispanics in Urban America)

III. Two elective courses.

IV. The Latin American Studies Pro-Seminar (LatAm 480) to be taken in the senior year.

Departmental Courses Approved for Latin American Studies

In addition to the courses offered by the Latin American Studies program, the following department courses fulfill requirements for the concentrator or individual major. Students should contact the Latin American Studies Office for assistance.

Anth 251 (Peasant Society)
Anth 231 (Prehistory and Ethnohistory of Mesoamerica—Mexico and Guatemala)
Anth C273 (Peoples and Cultures of Mesoamerica)
Anth 274 (Peoples and Cultures of the Caribbean)
Anth 371 (Afro-American Ethnology)
Anth 451 (Developmental Anthropology)
Anth 490 (Independent Research)
Art 478, 479 (Independent Study)
BlkSty 310 (Modern Caribbean Society)
Econ 335 (International Economics)
Econ 336 (Economic Development)
Econ 339 (Latin American Economy)
Econ 478 (Independent Study)
Hist 355 (Colonial Latin America)
Hist 356 (Latin America Since Independence)
Hist 482 (Comparative Slavery: Brazil and Cuba and the U.S.)

Latin American Studies Program

Hist 489 (Independent Study)
Ling 260 (Bilingualism)
Phil 337 (Third World Political Philosophy)
Phil 478, 479 (Independent Study)
PolSci 202 (Comparative Politics of Transitional Societies)
PolSci C220 (International Relations)
PolSci 371 (Latin American Government)
PolSci 375 (Third World Development)
PolSci 410 (Politics of International Economic Relations)
PolSci 478, 479 (Independent Study)
Port 101, 102 (Elementary Portuguese)
Port 201, 202 (Intermediate Portuguese)
Port 304 (Advanced Portuguese)
Port 315 (Modern Brazilian Literature)
Port 375 (Brazilian Civilization)
Port 480 (Studies in Luso-Brazilian Literature)
Sociol C272 (Modernization)
Sociol 474 (Ideology and Social Control in Southern Africa and Latin America)
Sociol 478, 479 (Directed Study in Sociology)
Sociol 481 (Multinational Firms)
Span 262 (Hispanic Masterpieces in Translation)
Span 263 (Hispanic Masterpieces in Translation)
Span 301 (Advanced Composition and Conversation)
Span 352 (Survey of Spanish-American Literature)
Span 361 (Spanish-American Civilization)
Span 362 (Spanish-American Short Story)
Span 365 (The Caribbean)
Span 366 (Spanish-American Colonial Literature)
Span 406 (Advanced Grammar)
Span 461 (Nineteenth Century Spanish-American Literature)
Span 462 (Spanish-American Modernism)
Span 464 (Contemporary Spanish-American Fiction)
Span 465 (Contemporary Spanish-American Poetry)
Span 478, 479 (Independent Study)
Span 480 (Studies in Hispanic Literature)
WoSt 350 (Women in Third World Countries)
WoSt 479 (Independent Study)

Transfer Credit Policy

Transfer students should see the director to discuss the suitability of transferred courses for credit in the concentration.

LatAm C103
Foundations of Latin American Studies
Mr Raymond
An introduction to basic concepts and literature in Latin American Studies, emphasizing development of the student's capacities in critical thinking and analysis, and in writing. The course introduces students to the processes of world-historical development and of the modernization of Latin America and the Caribbean. It also focuses on labor and population movements as these have contributed to the development of Hispanic communities in the United States.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

LatAm 100
Native Peoples of South America
Mr Raymond
An introductory survey of the native cultures of South America. Emphasis is placed on a comparison of selected cultures through the analysis of native history, levels of social and political integration, contact with European cultures, and contemporary status.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

LatAm 101
Culture and Society in Contemporary Latin America
Staff
An introduction to contemporary Latin American society and culture including a description and analysis of major social, political, and religious institutions, as they are manifested on local, regional, and national levels. Analysis of institutions on the local and regional levels will include family structure and kinship, open and closed communities, the organization of landed estates and the peasantry, and the impact of class and caste. On the national level, there will be a discussion of the changing role of the Catholic church, the impact of urbanization and of the disparity between city and countryside, the structure of political power, and the military and popular political movements.
Distribution Area: Historical and Cultural Studies
3 Lect Hrs, 3 Credits

LatAm 105
Pre-Conquest States in the New World
Mr Raymond
A comparative study of Aztec, Inca and Mayan States emphasizing their origins and development.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

LatAm L201 (AmSt L201)
Puerto Ricans in The United States
Mr Barradas
This course uses the literature created by Puerto Ricans in United States to present a panoramic view of the main issues confronted by this group of immigrants. Their literature and their problems will be seen in the broad context of Hispanics in the United States, and of the literature and problems of other groups of immigrants.
1 Lect Hr, 1 Credit

LatAm 202
Caribbean Studies: The "Francophone" Area
Staff
A mini-course, in seminar form, devoted to the social history and contemporary social structure of the so-called Francophone area: Haiti, Guadeloupe, Martinique, French Guiana (Guyanne). The first is an independent republic while the other three are overseas departments of France. All four cases illuminate the historical role of France and the present conjuncture of European, French, and Afro-American influences.
1 Lect Hr, 1 Credit

LatAm 203
Afro-Cuban Music
Mr Jacobs
This course focuses on Afro-Cuban music; it emphasizes learning through listening, reading, and analyzing. The course examines the history and evolution of Cuban popular musical forms, and the continuing evolution of Afro-Cuban popular music as its worldwide influence spreads.
1 Lect Hr, 1 Credit

LatAm 204
Post-Emancipation Societies of Latin America and the Caribbean
Ms Winch
This course introduces students to the different forms of slavery in Latin America and the Caribbean, the ways in which slavery was abolished, and regional variations in the social and economic transition from slave to free labor.
1 Lect Hr, 1 Credit

Latin American Studies Program

LatAm 205
Analyzing Latin American Culture and Society Through Film
Mr Raymond
This course uses commercially produced films by US and Latin American directors to explore a variety of experiences and environments in Latin American countries today. Topics include colonialism; the destruction of native South Americans and their environments, both rural and urban; political terror and military dictatorships; US-Mexican border problems; emigration to the US; and revolution.
1 Lect Hr, 1 Credit

LatAm 250
The United States and Intervention in Central America
Staff
The course deals historically with the development of United States policy toward Central America and focuses on the causes—political, economic, strategic, and others—of the numerous military interventions in the region. The paradigm for study is the case of Nicaragua, yet significant attention is paid to El Salvador and Guatemala.
Prerequisite: Permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

LatAm 290
Central America: Society and Culture
Mr Raymond
This course considers contemporary economic, social, political, and ideological forces in Central America, excluding Guatemala. Topics include history, native peoples, demography, the social basis of wealth and power, the role of the church, revolution and regionalization.
Prerequisite: LatAm 101 or permission of instructor.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

LatAm 301
Hispanics in Urban America
Staff
An examination of the Puerto Rican, Mexican, Cuban and Dominican migrations to the North American mainland. A preliminary overview of the historical and cultural backgrounds of these migrations will be followed by a more focused analysis of organizational, occupational, educational, medical and housing patterns within the Spanish-speaking population of Boston. Students should have previous course experience in any of the social sciences or some demonstrable familiarity with Latin American society and culture.
3 Lect Hrs, 3 Credits

LatAm 302
Puerto Rico: Economic, Political and Social Issues
Staff
A survey of the major economic, political and social issues that have faced Puerto Rico from Spanish colonial times to the present. The course traces how Puerto Rico's position has continued to be strategically important from Spanish rule to present-day U.S. control. It covers what both Spanish and United States hegemony have meant to the island, taking into account the possible solutions to the Puerto Rican dilemma: statehood, becoming a commonwealth, or independence. Students should have some previous course experience in any of the social sciences, or some demonstrable familiarity with Latin American society and culture.
3 Lect Hrs, 3 Credits

LatAm 303
History of Reform and Revolution in Latin America
Staff
A survey of the major twentieth century political movements in Latin America which have attempted to restructure the social and economic systems and establish a new political order. The four broad types of movements and regimes examined will include the populist movements, modernization of peasant-based revolutions, democratic reform movements and the military-led bureaucratic-authoritarian regimes of the 1960's and 1970's. The origins and outcomes of the various movements will be analyzed utilizing three basic conceptual approaches: 1) Ibero-Latin political culture, 2) economic dependency and its political impact, and 3) leadership strategies, choices and policy options.
3 Lect Hrs, 3 Credits

LatAm 400
Mini-Courses
Staff
Short courses in Latin American Studies on specialized problems of historical and contemporary interest.
Hrs by arrangement, 1-2 Credits

LatAm 478, 479
Independent Study
Staff
Hrs by arrangement, 3 Credits

LatAm 480
Seminar in Latin American Studies
Mr Raymond
Required course for all students in the program. Will deal with a selected topic applicable to all of Latin America and the Caribbean. Students write a research paper.
3 Lect Hrs, 3 Credits

LatAm 485
Special Topics
Staff
Selected topics in Latin American studies, taught by staff or visiting lecturers.
Prerequisite: LatAm 101 or equivalent or permission of instructor.
3 Lect Hrs, 3 Credits

Law and Justice Program

Faculty

Professor and Acting Director Ron Schreiber; Professor Charles Shively

The Program

Law and Justice is a humanities-based, interdisciplinary program that seeks to develop in its students an understanding of the law and legal institutions and an ability to look at them in an informed and critical way. The humanistic and critical approach of the program encourages students to investigate and develop their own attitudes toward the law, toward ideas and experiences of justice, and toward practices that they meet in the everyday world.

The Law and Justice Program seeks to respond to the urban interests of many of its students by combining the traditional academic concern for intellectual breadth and rigor with the interests of many students in programs relevant to their present and past experiences and present or future careers.

Law and Justice students enter the program with a wide variety of backgrounds, interests and perspectives. Included in the program are police officers, correctional officers, ex-offenders, and social workers, as well as traditional students. Many students in the program are interested in attending law school; others are interested in pursuing law-related careers (e.g., as probation officers, jail counselors, consumer advocates); while others are concerned primarily with gaining a critical understanding of the underlying basis of the law and legal institutions and their roles in society.

Approximately 40 faculty members from 13 different departments, programs, and centers teach in the Law and Justice Program. These disciplines include the CAS Departments of Anthropology, Classics, Economics, English, History, Mathematics and Computer Science, Philosophy, Political Science, Psychology, and Sociology, and the Study of Religion Program; and from CPCS (the College of Public and Community Service), the Human Services Center and the Legal Education Services Center.

Special Features

1. *Team Teaching.* All introductory-level and intermediate-level core courses are taught by 2-4 member faculty teams from different disciplines.
2. *Interdisciplinary Courses.* All introductory-level and intermediate-level courses explore issues in law and justice from a variety of disciplines, for example, from history, philosophy, political science and literature.
3. *Field Work Experience.* A variety of community-based field work placements is available in areas such as probation offices, rehabilitation programs and the parole board. The fieldwork is integrated with classroom work during a year-long course.
4. *Internships.* The Law and Justice Program offers an internship program for selected upperclass students. An internship involves working with the teaching teams for the introductory-level courses, tutoring students in writing and basic academic skills, and leading class discussions—all under the supervision of faculty members.
5. *Mini-Courses.* Short courses on topics of special interest taught by UMass/Boston faculty and members of the outside community such as judges, legislators, law enforcement officials, and lawyers.

Program Components

The Law and Justice Program has seven basic components:

I. *Introductory-Level Team-Taught Courses.* These include LawJus C101 and LawJus 104 (see course descriptions below). LawJus C101 satisfies one semester of the freshman writing requirement.

II. *Intermediate-Level Mini-Courses.* See LawJus 103 course description for partial list of topics.

III. *Intermediate-Level Team-Taught Courses.* These include LawJus 210, Prisons and Punishment; LawJus 211, Sources of Law; LawJus 220, Social Justice; LawJus 230, Law and Social Change; LawJus 240, Courts and Society; LawJus 250, Ownership, Property and the Law; LawJus 260, Authority, Liberty and the Law; LawJus 270, Obedience and Resistance; LawJus 280, Moral and Legal Reasoning; LawJus 290, Covenants.

IV. *Advanced-Level Specialized Courses.* These include LawJus 301, The Nuremberg Trials; LawJus 302, Variant Sex Law; LawJus 355, Comparative Legal Systems and Human Rights.

V. *Departmentally-Based Electives,* falling into the area of law and justice, offered by different UMass/Boston departments.

VI. *Senior Year Directed Studies.* See LawJus 498. Participation in this seminar involves the writing of a major paper which synthesizes the work done in the seminar with other course work done through the program and through the student's major.

Requirements

The Law and Justice Program is designed for students in degree programs, students in non-degree programs, and returning students who already have BA or BS degrees. The program enables degree-seeking students to supplement work in their majors with an integrated program in law and justice. It enables non-degree-seeking students to focus their studies in the area of law and justice, and receive a certificate of completion.

Requirements for Degree-Seeking Students: 21 Credits

1. Either LawJus C101 or LawJus 104. Only 3 of the 6 credits from LawJus C101 will count toward the requirement. Total: 3 credits.
2. Three intermediate level team-taught courses. Total: 9 credits.
3. LawJus 498, the Senior Year Directed Study Seminar. Total: 3 credits.
4. Six additional credits from any other law and justice full or mini-courses or departmentally-based electives. Total: 6 credits.

Requirements for Non-Degree-Seeking Students: 34 credits*

1. Either LawJus C101 (Foundation Course in Law and Justice) or LawJus 104 (Introduction to Law and Justice). All 6 credits from LawJus C101 count toward the requirement. Total: 3 or 6 credits.
2. Three intermediate level team-taught courses. Total: 9 credits.

Law and Justice Program

3. LawJus 498, the Senior Year Directed Study Seminar. Prerequisite: the completion of at least 20 credits in the program or permission of instructor. Total: 3 credits.
4. Six additional credits from any other law and justice full or mini-courses or departmentally-based electives. Total: 6 credits.
5. Three credits in a freshman writing course. This requirement is satisfied by LawJus C101. This requirement can be waived for students who already have completed a Freshman writing course or who take the English Placement Examination and qualify for advanced placement in English writing. Total: 3 credits.
6. Two CAS Distribution Courses—one from the area of "Philosophical and Humanistic Studies", dealing at least in part with problems or issues in values and introducing students to a humanities approach to these ideas; and one from the area of "Social and Behavioral Sciences", introducing students to the problems and methodology of one discipline in the area. Total: 6 credits.

Students may waive all or part of this requirement by presenting evidence of successful completion of similar courses.

*Some of these requirements may be waived: See #5 and #6 above.

Departmentally-Based Electives

A partial selection:
Anth 356 (Anthropology of Law)
Engl 370 (American Detective Fiction)
Hist 378 (American Legal History)
Hist 404 (Medieval Law)
Phil 223 (Psychiatry, Law, and Public Policy)
Phil 290 (Philosophy of Law)
PolSci 415 (Law and International Relations)
PolSci 329 (Constitutional Law and Theory)
PolSci 332 (Civil Liberties in the United States)
Sociol 467 (Sociology of Law)

Transfer Credit Policy

Since the Law and Justice Program is one of the few humanities-based interdisciplinary law studies programs in the country, few, if any, of its team-taught required courses are duplicated elsewhere. Normally, therefore, transfer students must take Law and Justice C101 or 104; three intermediate level team-taught courses from the three areas in the program; and the Senior Year Directed Study Seminar. Transfer credits may be granted for courses meeting the requirements in other areas.

LawJus C101
Foundation Course in Law and Justice
Staff
Satisfies: First semester requirement of Freshman English and one semester introductory level course in Distribution Area of "Philosophical and Humanistic Studies" The Foundation Course in Law and Justice is a team-taught interdisciplinary investigation into some general problems and dimensions of law and justice. The course explores the gaps between law and justice as revealed in a selection of legal, literary, historical, political, philosophical and sociological materials. Specific institutions and practices (for example: the police, courts, prisons, civil disobedience) are examined in light of the various conceptions of the origins and aims of the law on the one hand and of justice on the other. The course deals with the recurring tensions that are posed between Western culture's desire for order and its haunting yen for justice that transcends law. Areas covered include criminal justice; social justice; and sources, limits and functions of the law. The course uses lectures, discussions, debates, panels, field trips, films, tapes, and guest lecturers. Four faculty members drawn from the humanities and social sciences team-teach this course. Emphasis is placed on writing and basic academic skills and on work in small discussion groups. Upperclass student interns serve as tutors in the course; they are available to work individually with freshman students on writing and on basic academic skills.
Prerequisite: Freshman standing.
3 Lect Hrs, 3 Disc Hrs, 6 Credits

LawJus 103
Mini-Courses
Staff
Short courses in law and justice on specialized problems of historical and contemporary interest. Examples of topics include:
Rights: Children's Rights, Women's Rights, Prisoners' Rights
The Insanity Plea
Ancient Legal Codes
The Death Penalty
Battered Women
Legal Analysis
Juries
Justice in the District Courts
Judicial Decision-Making
Jury Behavior and Selection
Law and Psychology
Law and the Media
Law and Secret Wars
Incest
Plato, Justice, and Democracy
Victimless Crimes: Prostitution, Pornography, and Homosexuality
Law and the Indian People
Hrs by arrangement, 1-2 Credits

LawJus 104
Introduction to Law and Justice
Staff
Introduction to Law and Justice is a team-taught, interdisciplinary investigation into some general problems and dimensions of law and justice. The course explores the gaps between law and justice as revealed in a selection of literary, historical, political, philosophical and sociological materials. Specific institutions and practices (for example: the police, courts, prisons, and civil disobedience) are examined in light of the various conceptions of the origins and aims of the law on the one hand and of justice on the other. The course deals with the recurring tensions that are posed between Western culture's desire for order and its haunting yen for justice that transcends law. The course, which parallels the Foundation Course in Law and Justice, uses lectures, discussions, field trips, films and experts outside the University community. Each offering is team-taught by two faculty members drawn from the humanities and social sciences.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

LawJus 210
Prisons and Punishment
Staff
This course will be an in-depth study of the prison system in the context of current psychological and sociological studies, as well as in the context of theories of punishment. Film and media representations of prisons will be examined critically. Topics will include forms of punishment, institutionalized punishment, the human need to punish, and aims and justifications of punishment.
(Area B)
Prerequisite: LawJus C101 or 104 or sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Law and Justice Program

LawJus 211
Sources of Law
Staff
This course will examine the natural law tradition and legal positivism as rival and conflicting accounts of the source of law. The course will look at their historical origins and contemporary applications. The alleged dangers of legal positivism and the skepticism toward natural law theory will be explored. The interplay between law and morality will be examined as it is revealed in issues concerning the authority of law, the Nuremberg Trial, and Constitutional interpretations.
(Area A)
Prerequisite: LawJus C101 or 104 or sophomore standing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

LawJus 220
Social Justice
Staff
This course will explore, through films, literature, autobiography and philosophic writing, some central concerns of social justice: the principles governing the distribution of social goods such as income, opportunity, wealth, status, power. We will explore the effects of the distribution of social goods on individuals' sense of dignity and self-respect. We will examine the general philosophical principles which underlie different (and contrasting) views concerning social justice. In the material of the course, attention will be given to the art forms as well as to their content, since they too express attitudes towards social justice. We will focus on issues of racial and (to a lesser extent) sexual discrimination and oppression as concrete illustrations of social injustice. It should be noted that this course does NOT focus directly on issues of criminal justice, although we will assume that issues of social justice and injustice are an essential background for understanding criminal justice.
(Area C)
Prerequisite: LawJus C101 or 104 or sophomore standing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

LawJus 230
Law and Social Change
Staff
This course examines the interrelationship between laws, customs and legal institutions and political and economic forces in creating, or retarding, social change. To explore these relationships, the course studies the laws and customs surrounding the lives of working people, peasants of an earlier era, and modern industrial workers, in America and other countries.
(Area A)
Prerequisite: LawJus C101 or 104 or sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

LawJus 240
Courts and Society
Staff
This course investigates a number of different aspects of the American legal and court systems. It deals with the structure of, and relation between, the state and federal courts; the philosophy and function of courts in society; the American institution of judicial review and its role in a democratic society; and the role and power of judges in the American system of justice. The course looks at the ideal (what courts and judges ought to be doing) and the actual administration of justice in the courts. It is concerned with the adversary system, the notion of due process, the use and abuse of judicial discretion, and the accountability of judges to society. It gains perspective on the American court system by examining the courts of other cultures and societies. Readings are from anthropological, legal, philosophical, political science and sociological material. The class utilizes lectures, debates, panels and guest speakers.
(Area B)
Prerequisite: LawJus C101 or 104 or sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

LawJus 250
Ownership, Property and the Law
Staff
An exploration of various forms of property (private, communal, collectivist). The course will examine several theories of property and ownership (including Locke, Rousseau, Proudhon and Marx) and relate them to specific historical situations in nineteenth century Russia and England and twentieth century Soviet Union and America. We will compare property systems as means for controlling production and as systems of social life.
(Area B)
Prerequisite: LawJus C101 or 104 or sophomore standing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

LawJus 260
Authority, Liberty and the Law
Staff
What is "authority"? Is authority consistent with "liberty"? What, if anything, do we mean when we speak of the "authority of the law"? This course attempts to address such questions by examining three different historical situations in which the nature of the "authority of law" has been sharply contested: eighteenth century conflict over property rights; nineteenth century conflict over intellectual and moral freedom; twentieth century conflict over the police and state power. A variety of texts—literary, historical, and philosophical—will be employed.
(Area C)
Prerequisite: LawJus C101 or 104 or sophomore standing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

LawJus 270
Obedience and Resistance
Staff
A study of the psychological, social, and philosophical dimensions of obedience and resistance to legitimate authority. The course takes a close and critical look at three situational contexts embodying legitimate commands: Experimenter/Subject; Congressional Committee/Witness; and Superior Officer/Subordinate. Through examination of historical cases (including slave revolts, resistance before investigating committees) social science studies (including Milgram's experiments) and philosophical reflections (including Hobbes, Rousseau, Hegel), the course explores the conditions and limits of obedience and the circumstances of resistance to law.
(Area A)
Prerequisite: LawJus C101 or 104 or sophomore standing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Law and Justice Program

LawJus 280
Moral and Legal Reasoning
Staff
This course focuses on a number of different current moral and legal problems—such as abortion, reverse discrimination, conscientious objection and euthanasia—and compares, contrasts and separates the methods and substantive issues involved in attempting to resolve these within the context of social morality on the one hand and the law on the other. Basic issues in the relation between morality and the law—whether there are moral constraints on law making, law enforcement, obeying the law, and the decisions of judges—are discussed critically.
(Area C)
Prerequisite: LawJus C101 or 104 or sophomore standing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

LawJus 290
Covenants: Justice and Law from Moses to the Constitution
Staff
This course will examine the egalitarian social principles of the Mosaic Covenant and the indictments of an unjust socioeconomic order by the prophets of ancient Israel; the utopian principles of social order (Kingdom of God) announced by Jesus of Nazareth; the idea of the Law of Nature, its development and implications in ancient Greece and the Roman Empire; medieval ideas of Divine Law; emergence of ideas of natural rights and modern notions of natural law; the importance of English Common Law in our modern understanding of justice. This course will be an historical survey with an emphasis on a conceptual approach; throughout the course we will be exploring the background, origins and significance of Western democratic and egalitarian ideas, the basis of individual dissent, and the higher law tradition out of which the American Constitution and Bill of Rights have emerged.
(Area A)
Prerequisite: LawJus C101 or 104 or sophomore standing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

LawJus 301
The Nuremberg Trial
Mr Foster
This course focuses on the philosophical, moral, and legal issues involved in the Nuremberg Trial of the major Nazi war criminals. It examines claims concerning the fairness and legitimacy of the trial, the alleged use of ex post facto law, the "Superior Orders" defense, the doctrine of clean hands, and related questions about guilt and responsibility.
Prerequisite: LawJus C101 or LawJus 104, or permission of the instructor.
3 Lect Hrs, 3 Credits

LawJus 302
Variant Sex Law
Mr Shively
This course explores variations in laws concerning homosexual behavior. Societies are examined in which Lesbian/Gay relations 1) have been integral, 2) have been tolerated, and 3) have been proscribed. Several famous trials will be studied along with some current legal controversies.
3 Lect Hrs, 3 Credits

LawJus L340 (HS L340) (CPCS*)
Popular Music and Political Movements
Mr Garofalo
In addition to providing entertainment, popular music is also a social indicator that tells us something about our society and our daily lives. As such it can be used as an educational tool. This course analyzes the role of popular music in various social and political movements, with particular emphasis on the civil rights movement, the peace movement, and the anti-apartheid movement. It uses films, videotapes, and recorded music, as well as written materials. Students examine the historical changes involved in any one of these movements, and design and carry out a small project using popular music to illustrate these changes.
3 Lect Hrs, 3 Credits

LawJus 355
Comparative Legal Systems and Human Rights
Mr Steamer
The course seeks to familiarize the student with the major legal cultures of the world and with selected national systems within those cultures. It is also concerned with the theoretical and philosophical implications of human rights; and with problems of rights and liberties, their guarantees, or lack of guarantees, in various parts of the world.
3 Lect Hrs, 3 Credits

LawJus 480
Criminal Justice Systems
Mr Stern
In this course, we consider a variety of problems confronted by the citizen as he or she runs the gauntlet of criminal justice. We provide an overview of the court system—both state and federal—and we examine historical materials dealing with Constitutional law, the nature of due process, and some of the hidden influences behind the operation of the court system. Our court system is then compared with the practices of courts in other countries and cultures. The remainder of the first semester is devoted to an analysis of some particular issues: the indigent defendant's rights upon arrest, the bail system, right to counsel and the adversary proceedings in the District Court. We focus, in general, on the issues raised in our legal system by the criminal defendant who is poor. The first semester closes with a look back on the nature of the system that has been analyzed piecemeal, and we consider what reforms or efforts can be made to change the system in the context of our Federalist system. In addition to the class work, each student is required to perform 15 hours of fieldwork per week under supervision at a placement approved previously by the instructor. Each student is expected to visit every other student's placement at least once during the year. Students have fieldwork placements in such areas as probation offices; parole boards; district attorneys' offices; and drug, alcohol, youth, delinquency, and rehabilitation programs. The development of critical judgment on fundamental questions relating to the criminal justice system and its institutions is the principal objective of the course.
Prerequisite: By application, interview, and permission of instructor only.
3 Lect Hrs, 15 Field work Hrs, 6 Credits

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LawJus 481
Juvenile Justice Systems
Mr Stern
This course takes an interdisciplinary approach to the study of juvenile law. The primary focus of the course is on substantive juvenile law and the historical, philosophical, and sociological issues involved in the development of our present legal systems and process. Particular emphasis is placed on children's rights, the role of the family, and the roles of the state and other institutions in the juvenile legal process. Included in the course are on-site visits to courts, juvenile programs and institutions. In addition to the class work, each student is required to perform 15 hours of fieldwork per week under supervision at a placement approved previously by the instructor.
Prerequisite: LawJus 480
3 Lect Hrs, 15 Field work Hrs, 6 Credits

LawJus 498
Senior Year Directed Study Seminar
Staff
Each student in the program is required to take this three-credit seminar dealing with a specific topic in law and justice. Participation in the seminar involves the writing of a major paper. The formal seminar consists of the reading and discussion of a few major works dealing with a particular theme in order to review, refresh and synthesize the student's academic experience in law and justice, especially as the work relates to the individual major.
Prerequisite: Senior Law and Justice Program students only.
3 Lect Hrs, 3 Credits

LawJus 501
Internship in Foundation Course in Law and Justice
3 Lect Hrs, 3 Disc Hrs, 6 Credits

*This course is cross-listed with the Human Services Center of the College of Public and Community Service.

Linguistics Program

Director

Assistant Professor Charles Meyer

The Program

Linguistics explores the structure of language and its role in human affairs. Language can be approached in a variety of ways: as something children learn without instruction, as the product of cultures and social groups, as the medium of literature. Because of the way linguistics approaches the study of grammar today, that is, as a model of a speaker's actual knowledge of his/her language, linguistics is part of the study of human psychology in a broad sense. The techniques of linguistic analysis provide a variable tool for approaching literature, as well as anthropology, pre-legal and pre-medical studies, foreign languages, and philosophy. Thus linguistics is related to the sciences and to the humanities.

Requirements

Students in the linguistics program must complete seven courses (twenty-one credit hours):

An introductory course: Ling 201 (Introduction to Linguistics) *or* Ling 203 (Language Across Time) *or* Anth 281 (Structure of Human Language) *or* Anth 285 (Language and Culture).

A course on speech sounds: Ling 230 (Speech Sounds and Theory).

A course on grammar: Ling 210 (Transformational Syntax).

The linguistics junior-year seminar: Ling 300 (Linguistic Topics).

A sequence of three advanced courses: Students select three advanced courses in subjects of special interest, for example, Anth 385 (The Ethnography of Speaking), Engl 341 (Language and Literature), Engl 344 (Introduction to Stylistics), Ling 260 (Bilingualism), Ling 351 (Comparative History of Romance Languages), Ling 450 (Comparative Linguistics), Phil 360 (Bertrand Russell), Phil 440 (Logic and Language), Psych 346 (Language Development), Psych 356 (Psychology of Language and Thought), Span 304 (Language Arts), *or* an advanced course in the grammar or history of a language, *or* an advanced course in computer language, *or* a tutorial or independent study in linguistics. Linguistics courses offered by the Bilingual-ESL MA program also satisfy Linguistics Program requirements.

Foreign Language: Linguistics students are required to achieve intermediate standing in a second language or in sign language, or in an artificial language (logic, computer languages).

Many of the courses satisfying Linguistics Program requirements are given by other departments. They deal with a variety of linguistic interests: ethnolinguistics, physiology of language, acoustic phonetics, Creole language, composition theory, language history, literary stylistics, sociolinguistics, semiotics, philosophy of language, language development and disorder, and comparative linguistics.

Transfer Credit Policy

The linguistics faculty is glad to recommend that transfer students receive credit for university-level courses in linguistics taken at other institutions. It considers each request for transfer credit on its own merits. For further information, please consult the program director.

Ling 101
The World of Language
Staff
After the initial work with the definition of language—visual, auditory, and other sensory and social codes, animal and machine communication, the verbal and non-verbal—the course considers language strategies within a variety of cultures.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Ling Z151
Elementary American Sign Language I
Staff
This course provides an introduction to American Sign Language with an emphasis on receptive skills, vocabulary, and grammar; it also introduces the linguistics of ASL. In addition, through readings, guest speakers, and videotapes, the course seeks to help students develop their awareness of issues important to the Deaf community.
3 Lect Hrs, 1 Lab Hr, 3 Credits

Ling Z152
Elementary American Sign Language II
Staff
A continuation of Ling Z151 with emphasis on receptive and expressive skills.
Prerequisite: Ling Z151 or permission of the instructor.
3 Lect Hrs, 3 Credits

Department of Mathematics and Computer Science

Linguistics Program

Ling 201
Introduction to Linguistics
Ms Ambrose
An introduction to the modern study of language viewed as a crucial factor in understanding the human mind. The course provides the scientific tools needed to describe language. Recommended for all language-related specialties as well as for general education.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Ling 203
Language Across Time
Staff
How language and language-change have been viewed across time; processes and patterns of linguistic change, linguistic reconstruction in the Indo-European family; the birth of modern linguistic theory.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Ling 210
Transformational Syntax
Ms Ambrose, Mr Bruss, Ms Torrego
This course trains the student in using the principles and methods developed since 1957 by Chomsky and his followers.
Prerequisite: Ling 201 or 203 or Anth 281 or 285.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Ling 230
Speech Sounds and Theory
Ms Ambrose and Staff
The way linguists analyze speech sounds: articulatory and acoustic phonetics, phonemes and phonological theory, and research methods applied to the sound systems of languages.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Ling 260
Bilingualism
Ms Ambrose
The student investigates the political, cultural, sociological, educational, and linguistic implications of multi-lingualism. This course is particularly relevant for those students whose childhood language was not English and for those who are learning a foreign language or who are going to teach bilingual children.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Ling 300
Linguistic Topics
Ms Ambrose, Mr Bruss
A survey of the varieties of linguistic research: grammatical theory, sociolinguistics, psycholinguistics, physiology of language, semiotics, literary stylistics, language learning, language history, etc. The course is taught as a seminar, emphasizing students' in-class reports and discussions, and a major research project.
Prerequisite: Ling 210 or permission of instructor.
3 Lect Hrs, 3 Credits

Ling 351
Comparative History of Romance Languages
Staff
A comparative study of the evolution of the Romance languages from Latin, with analysis of the most representative texts from each period and language. Particular emphasis is placed upon French, Italian, and Spanish. (No knowledge of these languages is required.)
3 Lect Hrs, 3 Credits

Ling 450
Comparative Linguistics
Staff
An introduction to the diachronic linguistic history of languages, and to historical grammar in general. Grouping of genetically related languages and comparison among them as methods for the reconstruction of older patterns in each group. Emphasis is put on the Indo-European, Germanic, and especially Romance language families. The course is adapted to the needs and linguistic backgrounds of the students who enroll.
3 Lect Hrs, 3 Credits

Faculty

Ethan Bolker, Professor and Chairperson; Professors Bernice Ausländer, Alfonso Azpeitia, James Byrnes, Patricia Davidson, Matthew Gaffney, Hans Herda, Herbert Kamowitz, Robert Morris, Stephen Parrott, Geza Schay, Robert Seeley, Dan Simovici, Taffee Tanimoto; Associate Professors William Campbell, Daniel Comenetz, Richard H Eckhouse, Ernest Elyash, Peter Fejer, Colin Godfrey, Michael Greeley, Guy Hogan, Linda Kime, George Lukas, Joan Lukas, John Lutts, Some Mukherjee, Kenneth Newman, Elizabeth O'Neil, Patrick O'Neil, Richard Tenney, Richard Truesdell, Dennis Wortman; Assistant Professor Dan Stefanescu; Instructor William White; Part-Time Assistant Professor So-fei Fang; Part-Time Instructor Joseph Russell; Part-Time Lecturer Wen Yuan Kong.

The Department

The Department of Mathematics and Computer Science offers programs leading to a BA or BS in applied mathematics, computer science, or pure mathematics. Non-degree-seeking students may earn a major certificate (equivalent to a major in computer science) or an intermediate certificate (oriented to applications) in computer science. These are described in a brochure available from the department (see also the description in this publication under "Computer Science Programs"). The department offers the master's degree in computer science.

The department also offers introductory courses to prepare students for programs in pre-medical studies, management, the social sciences, and the natural sciences.

Department of Mathematics and Computer Science

Requirements and Recommendations

Preparatory Work

Any student who intends to take a mathematics course at or below the level of Math 140 (Calculus I) or a Computer Science course at or below CS 110 (Introduction to Computer Programming) must furnish proof to the department that he or she is prepared for that course. This proof must be either:

A. a suitable score in the math placement test or

B. evidence indicating that he or she has successfully completed the prerequisites for the course. Only courses taken at UMass/Boston can be considered.

Note in particular that successful completion of Math 110 does not qualify one to take either Math 130 or CS 110. To enter either of these courses one must have a suitable placement test score. (The placement test for CS 110 is waived for students who have completed 140, Calculus I at UMass/Boston or elsewhere.)

Majors

The Department of Mathematics and Computer Science offers a choice of three different major programs: one in pure mathematics, one in applied mathematics, and one in computer science. Each student planning a major should consult an advisor and the various departmental advising brochures. The requirements listed below are not an adequate guide either to the order in which courses should be taken or to the system of prerequisites. Furthermore, not every required course can be offered each semester. The department will advise each student about the most effective sequence for her or his needs.

I. To earn a BA degree in pure mathematics a student must take:

   A. Math 140, 141, 240, 260, 310 or 320, 360, and 450,

   B. At least four math courses beyond Math 260 (other than those counted in (A) above,

   C. Physics 113 (lab optional).

II. To earn a BA degree in applied mathematics a student must take:

   A. CS 110, Math 140, Math 141, Math 240, Math 260, and Math 450

   B. Physics 113 (lab optional)

   C. Six courses chosen from among those named below, chosen so as to include at least one from Group 1 and at least four from Group 2.

      Group 1: CS 240, CS 310, CS 320, Math 310, Math 311, Math 320, Math 345, Math 425

      Group 2: CS 310, Math 345, Math 425, Math 472

   To earn a BA degree in computer science a student must take:

   A. Math 140, 141, and 260

   B. CS 110p, CS 210, CS 240, CS 241, CS 260, CS 310, CS 320

   C. CS 420, one theoretical elective, and two applied electives, chosen from lists maintained and periodically revised by the department. (One of the applied electives must be at the 400 level)

Students pursuing a major in the Department of Mathematics and Computer Science must take a minimum of four upper division courses in their major at UMass/Boston rather than at another institution. Each is strongly advised to seek advice pertinent to his or her situation from an advisor in the department.

The Bachelor of Science Degree

To earn a BS degree in any of the three areas a student must demonstrate a broad knowledge of the sciences in addition to the major requirements above by taking six courses in the sciences outside the Department. Those courses must be appropriate for majors, and must include Physics 113 and 114. One laboratory course is required. Within the Department of Mathematics and Computer Science, CS 440 counts as a laboratory course.

Certificates in Computer Science

To earn a major certificate in computer science a student must fulfill all the requirements for the BA degree in computer science listed above. To earn an intermediate certificate a student must take CS 110p, CS 210, CS 240, CS 310, Math 140; *either* CS 260 *or* Phys 374 *or* a computer science elective; and one applications course approved by the department. Students interested in these programs should consult the computer science information brochure available in the department (see also the description in this publication under "Computer Science Programs").

Juan Carlos Merlo Prize

This prize is awarded annually to a mathematics student for outstanding achievement. The prize honors the memory of Professor Juan Carlos Merlo, a distinguished teacher and scholar who died in 1974 while in the service of the University of Massachusetts at Boston.

Transfer Credit Policy

Students receiving transfer credit for mathematics courses taken at other institutions who wish to take more mathematics at UMass/Boston at a level *below* Math 141 may find that their placement test scores indicate that they must repeat courses for which they already have credit. If they do, they will forfeit the transfer credit. An alternative which entails no loss of credit is to audit the UMass course as preparation for retaking the placement exam.

Transfer credit for more advanced work or via CLEP is handled by the Admissions Office in cooperation with the department.

Preparation in Fundamental Skills

The CAS Office of Academic Support and Advising offers the two-credit courses AS 033 and AS 034 to prepare students for Math 110 and to provide instruction in elementary mathematics. For details, consult the "Skills" section of this publication.

Math 110
Basic Algebra
Staff
For students with a weak math background who want to develop skills for further math or science courses. Covers basic high school math. Topics include: multiplying and factoring polynomials, linear equations and straight lines, fractional exponents and radicals, ratios of polynomials, quadratics, and word problems. Generally limited to students with less than 3 years of high school math preparation.
Note: No student receives graduation Credits for Math 110 if it is taken after successful completion of Math 124 or 130 or a higher math course.
Prerequisite: Math Placement Test only.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Department of Mathematics and Computer Science

Math 124
Applied Algebra
Staff
Linear functions, quadratic functions, electronic aids to calculation, descriptive statistics, least squares fitting of straight lines to data points, and exponential and logarithmic functions. The stress in this course is on graphing, applications and mathematical modeling.
Note: This course and Math 130 may not both be taken for credit without the explicit permission of the department. (Students may take 130 after 124 only with departmental permission, and then only for two Credits. No student may take this course for credit after successful completion of Math 130 or a higher math course.) Students who wish eventually to take Math 140 are advised not to take this course. Should such a student's placement test score place him or her in this course, he or she should consult the math department before registering. While open to all students not excluded by the above, the course is especially designed to be of service to those who major in biology or the more quantitatively-oriented social sciences.
Prerequisite: Math Placement Test or, if necessary, Math 110.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Math 125
Introductory Statistics
Staff
For non-science and non-mathematics majors only. Topics include introductory statistics, covering descriptive statistics; introductory probability sufficient to enable development of inferential statistics; and inferential statistics.
Note: No student receives graduation Credits for Math 125 if it is taken after successful completion of Math 345 or 645.
Not open to mathematics majors.
Prerequisite: Math Placement Test or Math 110.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Math 129
Pre-Calculus for Management and Social Science Students
Davidson
This course teaches the algebraic and conceptual skills students need to master before they are ready for Math 134 or Math 135. It first reviews the basic algebraic skills. The major part of the course then involves the application of linear, quadratic, and exponential models to problems in management and economics.
Note: Students intending to take Calculus I and II (Math 140 and 141) should take Math 130 instead of Math 129. Students who have successfully completed Math 129 may not subsequently take Math 124 for credit. Students may take Math 130 after Math 129 only with the explicit permission of the Mathematics Department, and then only for two Credits.
Prerequisites: Score on the Math Placement Exam.
3 Lect Hrs., 3 Credits

Math 130
Precalculus
Staff
Preparation for first year calculus. Covers symmetry, graphs, functions, lines, parabolas and max-min problems, exponential and logarithm functions, exponential growth, semilog graphing, and the trigonometric functions and their inverses. Qualified students should enter Math 140 *without* taking this course.
Note: No student receives graduation Credits for Math 130 if it is taken after successful completion of Math 140 or a higher math course. Students who have successfully completed Math 130 may not subsequently take Math 124 for credit. Students may take Math 130 after 124 only with explicit permission of the Math Department, and then only for two Credits.
Prerequisite: Math Placement Test only. Successful completion of Math 110 is not enough.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Math 134
Managerial Algebra and Calculus
Staff
This course is designed to provide students with mathematical literacy through mastery of basic algebra and basic calculus. Topics include functions, graphs, absolute value, linear equations, inequalities, systems of linear equations and inequalities, polynomials, exponential and logarithmic functions, limits, continuity, derivatives, summation of series, and integration. Applications will be made to managerial situations throughout the course. For CM students only. Students may not receive graduation credit for more than one of these three courses: Math 134, Math 135, Math 140.
Prerequisites: Placement into Math 135 on math placement exam, or completion of Math 124, or permission of instructor.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Math 135
Survey of Calculus
Staff
Calculus developed intuitively and applied to problems in biology, economics, psychology, and geometry. A course for non-physical science and non-math majors. Suitable for some pre-medical programs.
Note: No student receives graduation credit for Math 135 if it is taken after successful completion of 140 or a higher math course. Students may take Math 140 after 135 only with explicit permission of the Math Department, and then only for two Credits.
Prerequisite: Math 124 or 130.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Math 140
Calculus I
Staff
The first in the sequence of calculus courses for science and math majors. Starts with the basic concepts of functions and limits. Topics covered include: derivatives and their applications, definite and indefinite integrals with applications to geometric and physical problems, and discussion of algebraic and transcendental functions.
Note: A student who has received credit for Math 135 may not take Math 140 for credit without the explicit permission of the department and then only for two Credits.
Prerequisite: Math Placement Exam or Math 130.
Distribution Area: Mathematics and Computer Languages.
4 Lect Hrs, 4 Credits

Math 141
Calculus II
Staff
Continuation of Math 140. Topics include transcendental functions, techniques of integration, applications of the integral, improper integrals, L'Hospital's rule, sequences, and series.
Prerequisite: Math 140 or equivalent.
Distribution Area: Mathematics and Computer Languages.
4 Lect Hrs, 4 Credits

Department of Mathematics and Computer Science

Math 240
Calculus III
Staff
Calculus of functions of several variables. Topics include: partial derivatives, transformations, derivative as a matrix, chain rule, directional derivatives, gradients, second derivatives; and multiple integrals, substitution rule, and Jacobians.
Prerequisite: Math 141 required and either Math 260 or Phys 114 strongly recommended.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Math 260
Linear Algebra I
Staff
Elementary theory of abstract vector spaces. Topics include linear independence, bases, dimension, linear maps and matrices, determinants, orthogonality, eigenvalues and eigenvectors.
Prerequisite: Math 141.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Math 261
Linear Algebra II
Staff
Topics include the problem of similarity, Jordan canonical form, Euclidean and Hermitian spaces, orthogonality, normal operators, spectral theorem; and multilinear algebra, quadratic forms, etc.
Prerequisite: Math 260.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Math 310
Applied Ordinary Differential Equations
Staff
Comprehensive study of ordinary differential equations. Series solutions to differential equations, Bessel functions, characteristic functions, and Fourier series.
Prerequisites: Math 141 and either Math 260 or Phys 114 (lab optional).
3 Lect Hrs, 3 Credits

Math 311
Applied Partial Differential Equations
Staff
Study of heat flow and other physical problems and the partial differential equation problems that arise from them, using the mathematical techniques of separation of variables, fundamental solutions, superposition, and characteristics. Use of Dirac delta function; asymptotics. Classification of partial differential equations.
Prerequisites: Math 240 and Math 310.
Corequisite: Phys 113 (lab optional).
3 Lect Hrs, 3 Credits

Math 320
Calculus IV, Vector Calculus
Staff
Differential and integral calculus of vector fields. Topics include line integrals, surface-area integrals, and smoothness; oriented curves and surfaces; circulation and flux of fields; Stokes' theorem; conservative, solenoidal fields; scalar, vector potentials; independence of path, surface, Maxwell's equations; and differential forms, exterior derivative.
Corequisite: Math 260.
Prerequisite: Math 240.
3 Lect Hrs, 3 Credits

Math 345
Probability
Staff
The mathematical study of the laws of random phenomena, including discrete and continuous random variables, expectation and variance, and common probability distributions such as the binomial, Poisson, and normal. Basic principles of combinatorics are introduced to solve problems in discrete probability spaces.
Prerequisite: Math 260 or permission of instructor.
3 Lect Hrs, 3 Credits

Math 346
Mathematical Statistics with Applications
Staff
This is a statistics course for students with a firm mastery of calculus, emphasizing the mathematical and conceptual bases of statistics, with a view to understanding the proper application of standard methods. The course includes thorough treatments of the Central Limit Theorem, the theory of estimation, hypothesis testing, and regression.
Prerequisites: Math 140, 141 and 345.
3 Lect Hrs, 3 Credits

Math 360
Abstract Algebra I
Staff
Review of set theory. Overview of algebraic structures. Elementary theory of groups, rings, and modules.
Prerequisite: Math 260.
3 Lect Hrs, 3 Credits

Math 361
Abstract Algebra II
Staff
Polynomial rings. Field theory and Galois theory. Further topics in group and ring theory.
Prerequisite: Math 360.
3 Lect Hrs, 3 Credits

Math 425
Numerical Analysis
Staff
Approximations of roots. Finite differences. Interpolation. Numerical solutions of differential and algebraic equations.
Prerequisites: CS 260, and either Math 310 or 320, or permission of the instructor.
3 Lect Hrs, 3 Credits

Math 450
An Introduction to Real Analysis
Staff
A rigorous treatment of the calculus of functions of one real variable. Emphasis is on proofs. Includes discussion of topology of real line, limits, continuity, differentiation, integration and series.
Prerequisite: Math 310 or Math 320.
3 Lect Hrs, 3 Credits

Math 455
An Introduction to Complex Analysis
Staff
Complex numbers; complex functions; power series; trigonometric functions; Moebius transformations; differentiation and integration of analytical functions; Cauchy's theorem; residues; singularities; meromorphic functions.
Prerequisite: Math 310 or Math 320.
3 Lect Hrs, 3 Credits

Math 458
Theory of Numbers
Staff
Prime numbers; congruences and residues; approximation of real numbers by rationals; diophantine equations.
Prerequisite: Math 260 or CS 320 or equivalent.
3 Lect Hrs, 3 Credits

Department of Mathematics and Computer Science

Math 470
Mathematical Logic
Staff
Syntax and semantics of propositional and first order predicate logics. Axiomatic theories and completeness. Brief discussion of incompleteness results.
Prerequisite: Math 360 or CS 320.
3 Lect Hrs, 3 Credits

Math 472
Optimization Theory
Staff
Linear and convex programs; theory of Farkas-Minkowski and Kuhn-Tucker; LaGrange multipliers; duality; applications and computational methods and algorithms; convergence and finiteness; simplex method iterative methods for non-linear programs; optional topics.
Prerequisites: Math 240 and 260.
3 Lect Hrs, 3 Credits

Math 478
Independent Study
Staff
Work done by a student or group of students under faculty supervision on material not currently offered in a regularly scheduled course. Students wishing to undertake such work must first find a faculty member willing to supervise it; the work to be completed must be approved by the department chairperson.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Math 479
Independent Study
Staff
See Math 478.

Math 480
Special Topics
Staff
An advanced course offering intensive study of selected topics in mathematics. Course content varies and will be announced prior to registration.
Prerequisites: Permission of the department.
3 Lect Hrs, 3 Credits

Math 480
Special Topics
Staff
A course offered as Math 480 is an advanced undergraduate mathematics course being given for the first time and covering topics not available in current courses. Such a course is offered, either to fulfill a one-time need, or to try out material with the intention of developing a new course.
Prerequisite: Permission of department.
3 Lect Hrs, 3 Credits

Math 697a
Special Topics in Mathematics
Staff
An advanced course offering intensive study of selected topics in mathematics. Course content will vary according to the topic and will be announced prior to registration.
3-6 Lect Hrs, 3-6 Credits

Computer Science Courses

The computer science courses offered by the Department of Mathematics and Computer Science are listed below.

Warning: Revised Course Numbers

The department has revised its numbering system for computer science. Computer Science courses now have a CS (instead of Math) prefix, and most courses have new numbers. Students must take care to avoid taking the same course twice. *Credit will not be granted twice for the same course, regardless of change in numbers.*

Course Prerequisites: Where CS courses are listed as prerequisite to others, both their old and new numbers are given (i.e., CS 240/Math 267). For further information on course renumbering, please contact the Department of Mathematics and Computer Science.

CS 105
Introduction to Computer Concepts
Staff
This course presents an overview of the role of computers in society—their application and misapplication, their capabilities and limitations. Applications may include artificial intelligence, medical, aerospace and business use of computers. Computer hardware and associated technologies will be discussed. Computer programming will be taught from a non-mathematical, problem-solving point of view; the course objective is to help students acquire an understanding of the programming process, rather than to develop complex or extended computer programs. This survey course is not part of the computer science major sequence. Students planning to major in computer science should start with CS 110p.
Note: No student will receive graduation credits for CS 105 if it is taken after successful completion of CS 110 or a higher level computer course. Students who enroll in CS 110 after taking CS 105 may receive fewer than the normal number of credits for CS 110.
Prerequisite: Math Placement Test.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

CS 110
Introduction to Computing
Staff
An introduction to computer programming—the concepts involved in use of a higher level language and the program development process. The goal of this course is proficiency in the design and implementation of programs of significant size and complexity. This course is quite demanding because of the length of the programming exercises assigned. This is the first course in the computer science sequence. CS 110 is taught using one of two programming languages, Pascal and FORTRAN-77. Students planning to continue in computer science must take CS 110p (Pascal). CS 110f (FORTRAN) is appropriate only for certain pre-engineering students. Pre-engineering students should consult the Engineering program for course selection advice.
Note: Credit toward a UMass/Boston degree may be awarded for only one elementary programming course. Thus students may not take both CS 110p and CS 110f. Moreover, no credit will be given for CS 110 to a student who has already completed (or is currently taking) a similar course. For instance, a student who has received the equivalent of CS 110 as transfer credit cannot take CS 110 for credit here. Students who are barred from receiving credit for CS 110, but who are not fully prepared for CS 210, should request permission to take CS 119 (below) as a means of remedying this deficiency.
Prerequisite: Math Placement Test. Students who have passed Math 140 need not take the placement exam.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Department of Mathematics and Computer Science

CS 119
Computer Language Supplement
Staff
This course addresses the dilemma of students who studied the equivalent of CS 110/Math 137 in a language other than Pascal, but now need knowledge of Pascal in order to take CS 210. Such students can, with the permission of the department, register for CS 119 for two credits. They then make arrangements to attend a section of CS 110p. They are required to do all the work of regular CS 110p students. However, CS 119 meets no core curriculum requirement and does not count towards any computer science major requirement.
Distribution Area: Mathematics and Computer Languages.
Prerequisite: Permission of the department.
3 Lect Hrs, 2 Credits

CS 210
Intermediate Computing with Data Structures
Staff
The design and implementation of computer programs in a higher level language, with emphasis on proper design principles, proper utilization of advanced programming concepts, advanced features of programming languages such as pointers, recursion and types of parameter passing. Efficient design, implementation and debugging techniques are stressed. The assignments are designed to introduce the student to a variety of topics in computing: text processing, sorting , compiling and translation techniques. The language of instruction is Pascal.
Distribution Area: Mathematics and Computer Languages.
Prerequisite: Fluency in Pascal, established by the successful completion of CS 110p/Math 137p, or permission of the instructor.
3 Lect Hrs, 3 Credits

CS 240
Computer Architecture I
Staff
The first term of a year-long offering in the architecture of computer systems. Assembly language for a current processor CPU and memory architecture. Debugging at the machine code level. Programming the same processor in C; advantages of higher-level languages for systems work. Introduction to interrupts and i/o programming. This course will be taught on MC68000 microprocessors.
Distribution Area: Mathematics and Computer Languages.
Prerequisite: CS 210/Math 138 or permission of instructor.
3 Lect Hrs, 3 Credits

CS 241
Computer Architecture II
Staff
The second term of a year-long offering in the architecture of computer systems. Topics include hardware interfacing techniques, device drivers and interrupt servicing, system traps, low-level data management and study of system and development support software such as assemblers, compilers, linkers and downloaders.
Prerequisite: CS 240/Math 267.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

CS 260
Numerical Computing
Staff
An introduction to the classical techniques of numerical analysis: root finding, approximation, interpolation, integration and the solution of systems of equations. A thorough discussion of problems of error and of floating and fixed point computation. Both implementation and analysis of the algorithms used will be stressed. Students will be expected to solve a number of numerical problems using FORTRAN. (Primarily for applications—of interest to students in applied math, engineering, physics, chemistry, biology, psychology, and economics.)
Prerequisites: CS 110/Math 137, Math 141 and Math 260 or permission of instructor.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

CS 310
Advanced Data Structures and Algorithms
Staff
A systematic study of the methods of structuring and manipulating data in computing. Abstract data types. The design and analysis of algorithms. Advanced techniques for program development and organization.
Prerequisites: CS 210/Math 138 and Math 140. CS 240/Math 267 is a prerequisite or corequisite, but students are strongly advised to take CS 240 before CS 310.
3 Lect Hrs, 3 Credits

CS 320
Applied Discrete Mathematics
Staff
An introduction to the mathematical structures and concepts used in computing: sets, mathematical induction, ordered sets, Boolean algebras, predicate calculus, trees, relations and lattice theory, formal theory of languages and automata theory. Formal and informal theories and corresponding mathematical proofs are taught.
Prerequisites: CS 210/Math 138 and Math 260 or permission of instructor.
3 Lect Hrs, 3 Credits

CS 330
Introduction to Database Management Systems
Staff
This introduction to database management describes the three principal models: Relational, Hierarchical, and Network DBMSs. The course covers the relationship between database systems and operating systems, as well as concurrency issues, and includes laboratory experience.
3 Lect Hrs, 3 Credits

CS 344
Systems Programming
Staff
This course teaches the functionality provided by and the use of a mainframe operating system —generally UNIX, although a different operating system may sometimes be substituted. Topics range from user (system utility) level to system manager (system generation) level.
Prerequisites: CS 240/Math 267 and CS 310/ Math 301.
3 Lect Hrs, 3 Credits

CS 350
The Structure of Higher Level Languages
Staff
The syntax and semantics of higher level languages are treated using formal specifications of syntax and models of semantics. Important issues include mechanisms for parameter passing, scoping, dynamic storage allocation, and systems interfacing. Both compiled and interpreted languages are used as examples.
Prerequisites: CS 240/Math 267 and CS 310/ Math 301. CS 320/Math 330 is corequisite.
3 Lect Hrs, 3 Credits

Department of Mathematics and Computer Science

CS 410
Introduction to Software Engineering
Staff
This course covers all aspects of the software development process from initial specification to final validation of completed software design. Implementation methodologies are discussed in the context of a major team project, to be chosen according to student and instructor interest.
Prerequisites: CS 310/Math 301 and CS 320/Math 330. CS 350/Math 342 is strongly recommended.
3 Lect Hrs, 3 Credits

CS 440
Introduction to Operating Systems
Staff
An overall description of operating systems used on modern computers, and the problem of resource sharing. Specific discussions about techniques for memory management, protection, file management, and system evaluation.
Prerequisites: CS 241/Math 268 and CS 310/Math 301. CS 320/Math 330 is a prerequisite or corequisite but it is strongly recommended that it be taken prior to CS 440. Prerequisites may be waived with the permission of the instructor.
3 Lect Hrs, 3 Credits

CS 460
Graphics
Staff
Topics include segmentation, windows and viewports, clipping, hidden lines, geometric transforms and data structures for memory management and device independent graphics specifications. The course also considers Raster graphics and such standards as the GKS and ACM Core. It covers both the practice of, and the underlying mathematical foundation for, interactive graphics programming. Students need good programming skills and a mastery of linear algebra at the level required for numerical computing.
Prerequisites: CS 260/Math 250, Math 260 and CS 310/Math 301, or permission of instructor.
3 Lect Hrs, 3 Credits

CS 470
Introduction to Artificial Intelligence
Staff
An introduction to the main techniques of Artificial Intelligence: state-space search methods, semantic networks, theorem-proving and production rule systems. Important applications of these techniques are presented. Students are expected to write programs exemplifying some of techniques taught, using the LISP language.
Prerequisites: CS 320/Math 330 and CS 350/Math 342, or permission of instructor.
3 Lect Hrs, 3 Credits

CS 478
Independent Study
Staff
Work done by a student or group of students under faculty supervision on material not currently offered in a regularly scheduled course. Students wishing to undertake such work must first find a faculty member willing to supervise it; the work to be completed must be approved by the department chairperson.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

CS 480
Special Topics
Staff
An advanced course offering intensive study of selected topics in mathematics. Course content varies and will be announced prior to registration.
Prerequisites: Permission of the department.
3 Lect Hrs, 3 Credits

Graduate Courses

CS 610
Advanced Software Engineering I
Staff
The first semester of a year-long course concerned with long-term, large-scale programming projects. Topics include formal and informal methods of problem analysis, problem specification, system design, system documentation, testing, performance evaluation, and system maintenance in current and future software environments.
Prerequisites: CS 310/Math 301, CS 320/Math 330 and two 400 level Computer Science courses.
Corequisite: CS 611.
3 Lect Hrs, 3 Credits

CS 611
Laboratory in Software Engineering I
Staff
First semester of a year-long laboratory associated with CS 610 and CS 612. Students, working in small groups, specify, design, implement and document a large software project.
Corequisite: CS 610.
3 Lect Hrs, 2 Credits

CS 612
Advanced Software Engineering II
Staff
A continuation of CS 610.
3 Lect Hrs, 3 Credits

CS 613
Laboratory in Software Engineering II
Staff
A continuation of CS 611.
3 Lect Hrs, 2 Credits

CS 620
Theory of Computation
Staff
Functions computable by programs. Recursive functions and Turing machines; simulation and diagonalization. Universality and unsolvable problems. Kleene's hierarchy and the recursion theorem. Gregorczyk's hierarchy and Ackermann's function. Abstract complexity and the speed-up theorem. Formal languages and classes of automata. Inherently difficult combinatorial problems.
Prerequisites: CS 310/Math 301 and CS 320/Math 330.
3 Lect Hrs, 3 Credits

CS 622
Theory of Formal Languages
Staff
This course treats languages from an abstract point of view as defined by formal grammars and by families of abstract machines. It covers the Chomsky/hierarchy and associated automata; and emphasizes context-free languages. Careful mathematical definition and proof is stressed throughout. This course does not involve programming. It is of special interest to students interested in linguistics and in the theory of programming language compilers.
Prerequisites: CS 320/Math 330 and CS 350/Math 342, or permission of instructor.
3 Lect Hrs, 3 Credits

Department of Mathematics and Computer Science

CS 624
Analysis of Algorithms
Staff
Basic techniques for designing algorithms: divide and conquer, the greedy method, dynamic programming, etc. Applications to searching and sorting algorithms. Complexity of parsing. The fast Fourier transform and its applications (evaluation of polynomials and arithmetical problems). Lower bound theory. NP-hard and NP-complete problems. Probabilistic estimates of algorithms. Recurrence relations and other techniques for the analysis of recursive algorithms.
Prerequisites: CS 310/Math 301 and CS 320/Math 330.
3 Lect Hrs, 3 Credits

CS 630
Database Management Systems
Staff
Databases and database management systems. Physical database organization. The relational model. Relational algebra syntax and semantics. Relational calculus (tuple and domain oriented). Relational calculus vs. relational algebra. INGRES and QBE. Query optimization. Non-relational systems (hierarchical and network DBMSs). Distributed databases. Security aspects in databases.
Prerequisites: CS 310/Math 301 and CS 320/Math 330.
3 Lect Hrs, 3 Credits

CS 632
Relational Databases
Staff
Material required for the understanding, design and implementation of current state-of-the-art relational databases. Functional and multivalued dependencies, normal forms, tableaux, query systems. A comparative study of several relational query languages.
Prerequisite: CS 630/Math 680.
3 Lect Hrs, 3 Credits

CS 634
Architecture of Database Systems
Staff
A study of the architecture and performance of centralized and distributed database management systems. The study will cover the following topics in depth: atomic actions; the transaction and its implementation as an atomic action; serial and concurrent execution of transactions; concurrency control mechanisms for centralized and distributed database systems; concurrency control problems such as deadlock, transaction roll-back, and transaction blocking; serialization and database recovery.
3 Lect Hrs, 3 Credits

CS 640
Operating Systems
Staff
Structure and dynamics of operating system software. Operating systems as event-driven software: interrupt processing and asynchronous operation. Memory management, scheduling, concurrency, consideration, device drivers. Examples taken from such systems as UNIX.
Prerequisites: CS 310/Math 301 and two graduate Computer Science courses or CS 440/Math 468.
3 Lect Hrs, 3 Credits

CS 642
Performance Modeling
Staff
A survey of the techniques for the mathematical modeling of complex systems and the analysis of models using both analytic techniques and simulation. Particular attention will be paid to the construction of queuing theory models of computer operating systems, and the use of these models for understanding and predicting system performance.
Prerequisites: Math 345 and CS 440/Math 468.
3 Lect Hrs, 3 Credits

CS 646
Computer Communications Networks
Staff
Need for computer networks. Architectures of networks. Architectures of systems. ISO reference model. Standardization efforts. Specification of protocols. Example protocols and networks.
Prerequisite: CS 440/Math 468.
3 Lect Hrs, 3 Credits

CS 650
Compilers I
Staff
Introduction to compiler organization and construction techniques. Lexical analysis, parsing, symbol tables and attributed syntax trees. Internal forms of the source program. Storage allocation, error recovery. Translation systems. Programming practice writing a compiler for a reasonably large subset of ALGOL, Pascal or similar algebraic language.
Prerequisites: CS 240/Math 267, CS 320/Math 330, and CS 350/Math 342.
3 Lect Hrs, 3 Credits

CS 652
Compilers II
Staff
Extension of topics in CS 650 with emphasis on code generation and optimization. Case studies of existing implementations.
Prerequisite: CS 650/Math 642.
3 Lect Hrs, 3 Credits

CS 654
Semantics of Programming Languages
Staff
This course presents some of the theoretical foundations of software engineering. Its main objectives are to enable programmers to formulate rigorous statements about the behavior of programs and to define precisely the meaning of different constructs occurring in programming languages.
Prerequisites: CS 320/Math 330, CS 350/Math 342, CS 622/Math 630, and Math 470 or the equivalent.
3 Lect Hrs, 3 Credits

Department of Music

Department of Mathematics and Computer Science

CS 656
Logic Programming
Staff
This is a course in the theoretical and practical aspects of logic programming. Topics include semantics of logic programming, negation in logic programming, metalevel reasoning, concurrency, databases, expert systems.
Prerequisites: CS 320/Math 330 and Math 470.
3 Lect Hrs, 3 Credits

CS 662
Document Preparation and Text Processing Systems
Staff
An applied course in contemporary document preparation systems.
Prerequisites: CS 320/Math 330
Corequisite: CS 610/Math 650 and permission of the instructor.
3 Lect Hrs, 3 Credits

CS 670
Artificial Intelligence
Staff
The application of the methods of artificial intelligence programming to state-of-the-art expert systems, advice-taking systems and natural language understanding software. The course is project oriented. Students work in teams developing a large system, and become familiar with major research journals.
Prerequisites: CS 350/Math 342, CS 470/Math 410, Math 470 or equivalent background in logic and LISP, and permission of the instructor.
3 Lect Hrs, 3 Credits

CS 696
Independent Study
Staff
This independent study course covers material not available in normal departmental offerings.
3 Lect Hrs, 3 Credits

CS 697
Special Topics
Staff
Topics of current interest in the field, according to student and faculty areas of specialization.
3 Lect Hrs, 3 Credits

Faculty

David N Patterson, Associate Professor and Chairperson; Professors John Huggler, Nicholas Tawa; Associate Professors Laurence D Berman, Joseph Dyer, Robert Prins, Hubert Walters; Assistant Professor Dianthe Myers-Spencer

The Department

The program is designed to provide a thorough grounding in the principles of theory and an intensive knowledge of the aesthetics and of the major stylistic currents in the history of music. Applied studies develop technical and interpretive skills through the study of a broad repertoire of solo literature. University ensembles (open to all students by audition) contribute to the development of basic musicianship and experience in performance. The curriculum helps to prepare students for advanced work in music theory, history, and composition and for teacher certification. All students intending to major in music are required to take a placement exam.

The music minor provides a structured program of study for students who wish to pursue a second field of interest.

The Music Department also offers a wide range of core and elective courses for all interested students.

A booklet describing the major and minor programs in music and the requirements for teacher certification is available from the Music Department office.

Requirements

The Major

Theory: Music 125-126, 225-226, 325-326 (18 credits)
Keyboard Skills: Music Z131-Z132, Z231-Z232 (8 credits)
History: Music 201, 202, 203, and one history elective at the 300 level (12 credits)

A minimum of six semesters in a University performing ensemble and eight credits of Applied Music are also required. There are eight levels of proficiency in Applied Music (repertoire lists are available from the Department office); music majors must attain at least level four to be certified for graduation; all music majors are also expected to demonstrate elementary keyboard proficiency before graduation.

Each student majoring in music will be assisted by a departmental advisor to plan a sequence of courses that will meet his or her own needs and satisfy the requirements of the Music Department.

The Minor

Eighteen credits in music are required for the minor. Three separate emphases are available.

Theory: This option offers a coordinated sequence of music theory courses with additional requirements in performance and music history. Requirements: Music 125-126, 225-226, a minimum of 3 credits in performance; one semester of music history at the 200 level. (Although not required, Music Z131 is recommended.)

History: This program offers a survey of the history of music, a theory component and experience in performance. Requirements: Music 201, 202, 203, one year of theory (125-126), a minimum of three credits in performance, and one upper-level music history elective.

Performance: Students with experience in vocal or instrumental performance may choose this emphasis, which also includes a music theory and history component. Requirements: four semesters of ensemble courses (Music 001, 006, 292, 293, 294), one year of music theory (125-126) and one semester of music history at the 200 level.

Honors

Admission to the Seniors Honors Program is open to majors with a 3.0 cumulative grade and a 3.25 average in music courses. The Honors project must be approved by the faculty supervisor and the departmental honors committee during the semester before the project is to begin. During the semester in which the project is completed the student must be enrolled in Music 498.

Transfer Credit Policy

The Department puts no limit on the number of transfer credits it will accept but the transfer student must earn at least 15 credits through courses offered by the Department.

Music C110
Listening Experience
Staff
A study of the creative processes which shape the musical artwork, emphasizing a broad range of intensive, analytical listening experiences.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Department of Music

Music C111
Introduction to Music
Staff
Basic music materials, principles of design, and the cultural significance of representative works in historical sequence. Designed primarily for non-music majors.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music C241
American Music I
Mr Tawa
The growth and development of American music to the year 1900 (Charles Ives) in both its rural-folk and urban aspects.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music C242
American Music II
Mr Tawa
The present day ferment in American music and the gradual emergence of American composers of international stature.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music C252
African and African-American Music
Mr Walters
An examination of African-American music (black music) from its African origins to contemporary black musical expression, including work songs, spirituals, minstrelsy, blues, rhythm and blues, and gospel.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music 001
Chorus
Ms Dunlap
The study and performance of music for chorus from the medieval period through the twentieth century.
Prerequisite: by audition.
3 Lect Hrs, 2 Credits

Music 006
Orchestra
Mr Prins
The study and performance of music for symphony orchestra. Repertoire ranges from classical to contemporary music.
Prerequisite: by audition.
3 Lect Hrs, 2 Credits

Music 125
Theory I
Staff
Fundamentals of music theory. An introduction to the melodic, rhythmic, contrapuntal, harmonic, and formal organization of music. Ear training and sight singing.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music 126
Theory II
Staff
Counterpoint. Two-voice counterpoint in the five species. Introduction to imitation, canon and invertible counterpoint. Ear training and sight singing.
Prerequisite: Music 125.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music Z131
Elements: Keyboard I
Mr Zebrowski
The function of scales, intervals, triads, chords in root position, and inversions. Use of nonharmonic tones and modulation, correlated sight singing, ear training, dictation, analysis and keyboard drill. Designed primarily for music majors.
2 Lect Hrs, 2 Credits

Music Z132
Elements: Keyboard II
Mr Zebrowski
A continuation of Music Z131.
Prerequisite: Music Z131.
2 Lect Hrs, 2 Credits

Music 185
Applied Music
Staff
Private study of voice or instruments to advance both performing technique and musicianship. Eight levels of proficiency. Open to all students upon payment of additional fee. Twelve half-hour lessons per semester (students may take one hour lessons instead, if they wish). May be repeated for credit.
Hrs to be arranged, 1 Credit

Music 201
Music History I
Mr Dyer
A survey of important stylistic and formal developments from the Middle Ages to the early baroque. Liturgical chant, the rise of polyphony, the motet, monophonic and polyphonic secular song, monody, opera and major works of composers from Machaut to Monteverdi.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music 202
Music History II
Mr Tawa
A survey of important stylistic and formal developments from the middle baroque to the dawn of the romantic period and the transition to independent genres of instrumental music (sonata, symphony, concerto). Composers whose works are studied include Purcell, Bach, Handel, Haydn, Mozart, Beethoven, and Schubert.
Prerequisite: Music 201.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music 203
Music History III
Mr Berman
A survey of important trends in music of the nineteenth and twentieth centuries against a background of social, economic, and political change. The art song, piano music, program music, opera, and choral music. Changes in musical language and concepts in the works of Wagner, Debussy, Schoenberg, Stravinsky, Bartok, Ives, and contemporary composers.
Prerequisite: Music 202.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music 225
Theory III
Staff
Harmony I. Four-part harmony: triads and their inversions; nonharmonic tones, modulation, secondary progressions. Harmonic analysis. Ear training and sight singing.
Prerequisite: Music 126.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music 226
Theory IV
Staff
Harmony II. Dissonant harmony: dominant 7ths, 9ths, and 13ths, secondary sevenths, chromatic chords. Ear training and sight singing.
Prerequisite: Music 225.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music Z231
Elements: Keyboard III
Mr Zebrowski
A continuation of Music Z132 with some emphasis on contemporary materials.
Prerequisite: Music Z132.
2 Lect Hrs, 2 Credits

Department of Music

Music Z232
Elements: Keyboard IV
Mr Zebrowski
A continuation of Music Z231.
Prerequisite: Music Z231.
2 Lect Hrs, 2 Credits

Music 235
Opera
Mr Dyer
The musical, literary and scenic components of opera from 1600 to the present with special attention to the works of Monteverdi, Handel, Mozart, Verdi, Wagner and Puccini.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music L250 (AmSt L250)
American Popular Song
Ms Myers-Spencer
The study of lyrics and music and their various elements and styles in American popular songs, focusing on ballads (from Irving Berlin to Rodgers and Hart to Stephen Sondheim), rhythm and blues, and beyond. Principles of musical form and the art of lyric writing.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music 251
History and Development of Jazz in America
Mr Huggler
The development of jazz from its origin to the present.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Music 292
Jazz Ensemble
Ms Myers-Spencer
Analysis, improvisation, and performance of jazz.
Prerequisite: by audition.
3 Lect Hrs, 2 Credits

Music 293
Chamber Singers
Ms Dunlap
The study and performance of music for the small vocal ensemble. Repertoire ranges from Renaissance madrigals to contemporary music. Limited enrollment.
Prerequisite: by audition.
3 Lect Hrs, 2 Credits

Music 294
Chamber Ensemble
Mr Prins
The study and performance of chamber music including woodwind quintets, string trios, and piano quartets from the baroque to the present. Focus is on analysis of form and style.
Prerequisite: by audition.
3 Lect Hrs, 2 Credits

Music 320
History of Song
Mr Tawa
A study of song style and literature from the medieval period to today.
Prerequisite: Music 202.
3 Lect Hrs, 3 Credits

Music 325
Theory V
Staff
Advanced harmonic and contrapuntal techniques I. Harmony and counterpoint in historical and stylistic context. Ear training and sight singing.
Prerequisite: Music 226.
3 Lect Hrs, 3 Credits

Music 326
Theory VI
Staff
Advanced harmonic and contrapuntal techniques II. A continuation of Music 325. Ear training and sight singing.
Prerequisite: Music 325.
3 Lect Hrs, 3 Credits

Music 330
Music of Court and Chapel
Mr Dyer
A selective repertoire of music from the Middle Ages through the late eighteenth century with particular emphasis on the court and ecclesiastical milieus which frequently determined its development. Emphasis on the social status of composers, the audience for which they wrote, and the influence of patronage on the repertoire.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Music 331
French Literature and Music
Mr Berman
The relations between several works of French literature and the musical compositions they have inspired.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Music 332
Renaissance Music
Mr Dyer
The distinctive musical language of the Renaissance as expressed in sacred and secular music. The Burgundian and Franco-Flemish schools and the international style of the sixteenth century.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Music 333
Baroque Music
Staff
The aesthetic and musical principles which led to the creation of opera, oratorio, concerto, suite, and related forms. Survey of the works of major figures: Monteverdi, Schuetz, Vivaldi, Couperin, Bach, and Handel.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Music 334
Classical Music
Staff
The rise of symphonic and chamber music viewed through the growth of a musical style which culminated in the masterpieces of Haydn, Mozart, and Beethoven.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Music 335
Nineteenth Century Music
Staff
The aesthetic orientation of music in the romantic period and the genres through which it expressed itself. Instrumental and vocal music from Schubert to Mahler, including the nationalist schools and program music.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Music 336
Twentieth Century Music
Staff
A study of major trends from serialism to electronic music in conjunction with the ideas and attitudes toward life and art which separate the twentieth century from previous eras.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Music 340
Methods in the Teaching of Music
Mr Walters
Designed for the prospective music teacher of grades 5-12. The development of effective lesson plans for the teaching of music in the areas of singing, listening, instrumental activities, vocal activities, and creative activities. Attention will be given to concepts of related disciplines such as philosophy, psychology, and sociology with their implication for music education. The course includes field work and instruction in testing and measurement.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Department of Music

Music 350
Beethoven
Mr Tawa
The relationship of Beethoven and his music to society in a time of crisis. Emphasis on analysis of selected symphonies, piano sonatas, and string quartets.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Music 353
History of Performance
Mr Dyer
A study of music literature through the conventions that govern its performance. The course examines notation, musical instruments and ensembles, the role of improvisation, and changing musical tastes, all in relation to repertoires from the Middle Ages to the present. Topics also include the development of the public concert and of conducting.
Prerequisites: Music 201, 202, 203.
3 Lect Hrs, 3 Credits

Music 355
Music as Symbol
Mr Berman
The history of Western ideas as expressed in musical images. Representative works from all musical styles are studied and examined for their relevance to certain general themes in Western thought: tragedy, satire, pastoral, myth, and others.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Music 381
Counterpoint
Mr Patterson
The principles of melodic lines and their combination. Imitation, canon, and fugue in two and three voices.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Music 382
Form and Analysis
Mr Patterson
Analysis of simple and complex structures in traditional and experimental music.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Music 391
Orchestration
Mr Prins
A study of the range and timbre of instruments. Practical ways of combining instruments. Discussion of mass, texture, and sound.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Music 393
Introduction to Composition
Staff
Original composition. Studies in the nature of melody, harmony, rhythm, and structure.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Music 479
Independent Study
Staff
Open to advanced students who wish to do intensive work on a particular topic. A written outline of the project must be submitted to the prospective instructor well in advance of the beginning of the semester in which the project is to be done. An extended written paper is the normal outcome of such a project.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3 Credits

Music 490
Honors in Music
Staff
The honors project is an important creative effort that culminates in a recital of original compositions, a senior recital, or a document embodying scholarly research. The project must be approved, during the semester before the project is to begin, by the student's faculty supervisor and by the departmental honors committee.
Prerequisites: 3.0 overall GPA; 3.25 in Music Department courses; senior standing; approval of the department.
Hrs by arrangement, 3 Credits

New England Historical Archaeology Program

Director

Assistant Professor Stephen Mrozowski

The Program

The Program in New England Historical Archaeology is a highly focused interdisciplinary course of study based in the Department of Anthropology and drawing on courses from the Departments of History and Art. It is designed for both degree- and non-degree-seeking students with interests in history, avocational archaeology, preservation of historic sites, and cultural resource management. It provides a basic education in archaeology and New England history, and more specialized training in historical archaeology, public archaeology, and field techniques. The program may be comfortably completed in two to six semesters, depending on prior training and experience, level of commitment, and the proportion of day to evening courses taken.

Requirements

Course Requirements

Introductory Level: 2 courses

1. Anth 102 (Introduction to Archaeology and Biological Anthropology)
2. Hist 265 (American History I)

Intermediate Level: 3 courses

1. Anth 240 (Historical Archaeology)
2. Anth 241 (Archaeological Method and Theory)
3. One course selected from among the following:
   - Hist C121/C122 (History of Technology I and II)
   - Hist 266 (American History II)
   - Hist 395 (History of Boston)
   - Hist 370 (American Colonial History: The Earliest Settlement to 1763)
   - Hist 371 (Age of the American Revolution, 1763-1789)
   - Hist 372 (The Early Republic)

Hist 374	(The Age of Jackson and Lincoln)
Hist 382	(Ideas and Society)
Hist 392	(History of Working People in America)
Hist 391	(American Technology)
Art 254	(American Architecture)

Advanced Level: 4 courses

1.	Hist 481	(Seminar in American History)
2.	Anth 485	(Field Seminar in Archaeology), OR
	Anth 478, 479	(Independent Study) (in applied laboratory and archival techniques)
3.	Anth 615	(Public Archaeology)
4.	Anth 625	(New England Historical Archaeology)

Other Requirements

Students must achieve a cumulative grade point average of 2.0 or better in the 9 required courses to complete a program in New England Historical Archaeology. Required courses may not be taken pass/fail after a student has entered the program.

Transfer Credit Policy

Students who enter the program with academic training or experience which is equivalent to the introductory level courses in History (265) or Anthropology (102) will be allowed to replace these courses with electives chosen from the list of intermediate-level electives above or, with their advisor's permission, from among appropriate history or anthropology courses in the broader context of the development of American culture, such as those which deal with the European, Latin American, or African contributions to American society and history. In addition, students will be allowed to satisfy two of the intermediate or advanced requirements by using transfer credits or waivers based on professional training or practical experience. Students with extensive prior experience or training may also substitute electives for additional intermediate and advanced requirements. Such waivers, transfer credits and substitutions may be granted by the director of the program in consultation with the student's advisor. In cases where experience is being credited, the director may require letters of evaluation or the successful completion of a placement test.

Information

For further information students should contact the program director or the Department of Anthropology.

New England Prehistoric Archaeology Program

New England Historical Archaeology Program

Director

Associate Professor Barbara Luedtke

The Program

The Program in New England Prehistoric Archaeology is a highly focused interdisciplinary course of study based in the Department of Anthropology and drawing on courses from the Departments of Art, Biology, and Geography and Earth Science. It is designed for both degree- and non-degree-seeking students with interests in American Indian history, avocational archaeology, the preservation of American Indian heritage, and cultural resource management; it provides basic training in archaeology and geology, and more specialized training in prehistoric archaeology, public archaeology, and field techniques. The program can be completed comfortably in two to six semesters, depending on prior training and experience, level of commitment, and the proportion of day to evening courses taken.

Requirements

Course Requirements

Introductory Level: 1 course

1.	Anth 102	(Introduction to Archaeology and Biological Anthropology)

Intermediate Level: 2 courses

1.	Anth 241	(Archaeological Method and Theory)
2.	Anth 332	(Prehistory of New England)

Advanced Level: 2 courses

1.	Anth 485	(Field Research in Archaeology), OR
	Anth 478-79	(Independent Study) (in applied laboratory techniques)
2.	Anth 615	(Public Archaeology)

Elective Requirements: 4 courses

Four courses must be selected from among the following electives:

Anth 234	(New World Prehistory)
Anth 250	(Hunter-Gatherer Cultures)
Anth 270	(Indians of North America)
Anth 240	(Historical Archaeology)
Anth 478-479	(Independent Study) OR
Anth 485	(Field Research in Archaeology) (whichever was not taken to meet the requirement, above)
Anth 625	(New England Historical Archaeology)
Art 293	(Photography)
Biol 613	(Archaeological Botany)
GES 105/106	(Earth Science I and II)

Other Requirements

Students must achieve a cumulative grade point average of 2.0 or better in the 9 required courses to complete a program in New England Prehistoric Archaeology. Required courses may not be taken pass/fail after a student has entered the program.

Transfer Credit Policy

Students who enter the program with academic training or experience which is equivalent to the introductory level course (Anth 102) will be allowed to replace this requirement with a fifth elective selected from the list of courses above. In addition, students will be allowed to satisfy up to two of the intermediate or advanced requirements by using transfer credits or waivers based on professional training or practical experience. Students with even more extensive prior experience or training may also substitute electives for additional intermediate and advanced requirements. Such waivers, transfer credits and substitutions may be granted by the director of the program in consultation with the student's advisor. In cases where experience is being credited, the director may require letters of evaluation or the successful completion of a placement test.

Information

For further information students should contact the program director or the Department of Anthropology.

Department of Philosophy

Faculty

Lawrence Foster, Associate Professor and Chairperson; Professors Lawrence Blum, Jane Martin, Robert Shope, Robert Swartz; Associate Professors Martin Andic, Howard Cohen, Tommy Lee Lott, Arthur Millman, Joan O'Sullivan, Janet Farrell Smith; Assistant Professor Jennifer Radden

The Department

The Philosophy Department offers four major programs. Each is intended for students with special interests in philosophy. The *Standard Major* provides sound training for those who anticipate graduate work in the field or wish to acquire a general and comprehensive knowledge of the basic historical and systematic themes in philosophy. The major in *Ethics, Social, and Political Philosophy* is intended for students who have a specific concern with questions of value as they apply to individuals, society, and the state. It should provide a broad outlook on these problems and attempted solutions to them, but should not in general be considered the best preparation for graduate work in philosophy. It will, however, serve as a good liberal arts base for careers in politics, the law, or social service. The third program is the major in *Philosophy and Public Policy.* This course of study is designed for students interested in the application of philosophical ideas and tools to the analysis of current public policy debate. Its interdisciplinary approach combines a solid preparation in political philosophy with courses from this and other departments that introduce particular public policy issues. This major prepares students for graduate study and for eventual careers in government, politics, and law. The fourth program is the *Joint Major in Philosophy and Psychology.* This is an integrated course of study for students of issues common to philosophy and psychology and/or problems in the basis and method of psychology. This major is different from a double major in philosophy and psychology: in a double major a student must fulfill the major requirements of both departments, while in the joint major fewer courses, in another pattern, are required. The joint major is a good base for work in many fields of psychology as well as for specialized graduate work in either philosophy or psychology. The Philosophy Department attempts to provide meaningful and effective advising. Each of the major programs has a special advising plan and students are urged to take advantage of it. A student who intends to sign up as a major in one of these programs should contact the department chairperson, who will discuss the advising component of the program.

Requirements and Recommendations

The Philosophy Department offers courses at four levels of undergraduate study:

100-level courses

Courses at the 100 level are typically open to freshmen. They presume no previous course work in philosophy and do not presume completion of the CAS freshman writing requirement (English 101-102 or equivalent).

200-level courses

Courses at the 200 level are typically open to sophomores. They presume completion of an introductory-level philosophy course or course work in subjects related to the course topic or familiarity with philosophical issues. These courses also presume some previous instruction in writing.

300-level courses

Courses at the 300 level are typically junior and senior level courses. They normally presume completion of one or two philosophy courses and the CAS freshman writing requirement. These courses are generally either less specialized or less advanced than 400-level courses.

400-level courses

Courses at the 400 level are typically junior and senior level courses. They presume completion of one or two philosophy courses and the CAS freshman writing requirement, and generally they focus on specialized or more advanced topics.

600-level courses

These are graduate courses, open to juniors and seniors with the permission of the instructor.

These categories are *guides* to aid students in course selection rather than prerequisites. Prerequisites for courses are listed with the course descriptions.

Standard Philosophy Major

Standard Philosophy majors are required to take:

1. Phil 100 (Introduction to Philosophy)
   Phil 120 (Introduction to Logic)
   Phil 211 (Ancient Philosophy)
   Phil 212 (Modern Philosophy)
2. Six additional courses in philosophy, including at least three numbered 300 or higher.

Note: No more than two 100-level courses may be counted toward the major.

Ethics and Social and Political Philosophy Major

Requirements for the Ethics and Social and Political Philosophy major are Phil 100 (Introduction to Philosophy) and nine additional courses. Of these, five must be distributed among the three areas listed below, and must include at least one from each area. Three of the nine courses must be at the 300 level or higher. No more than two 100-level courses may count toward the major.

Distribution areas

1. *History of Ethics and Social and Political Philosophy.* This area includes Phil 216 (History of Ethics), Phil 218 (Major Social and Political Thinkers), Phil 289 (Marxist Philosophy), and Phil 465 (Kant's Moral Philosophy and its Major Critics).
2. *Theory of Ethics and Social and Political Philosophy.* This area includes Phil C209 (Individual and Community), Phil 280 (Social and Political Philosophy), Phil 290 (Philosophy of Law), Phil 333 (Ethical Theory), Phil 337 (Third World Political Philosophy) and Phil 450 (Rights).
3. *Problems in Ethics and Social and Political Philosophy.* This area includes Phil C108 (Moral and Social Problems), Phil 210 (Philosophy of Education), Phil 222 (Moral Issues in Medicine), Phil 230 (Philosophy and Feminism), Phil 242 (Philosophical Issues of Sexuality), Phil 287 (Equality), and Phil C295 (Egoism and Altruism).

Other

The following courses often or usually count toward the Ethics and Social and Political Philosophy major: In area 1: Phil 211 (Ancient Philosophy), Phil 227 (Existentialism), Phil 351 (Plato), Phil 457 (Kierkegaard); in Area 3: Phil 305 (Philosophy and Literature).

Department of Philosophy

A student may petition to count one (but only one) course in another department or interdisciplinary program toward fulfillment of the Ethics and Social and Political Philosophy major requirements. The course must bear a close relation to the concerns and methods of the major. However, a petition is automatically accepted for a course in which faculty from the Philosophy Department do at least 50% of the teaching, e.g., LawJus 220 (Social Justice).

To have counted for credit toward this major a course which is not indicated as counting toward it on the pre-registration listing, a student must obtain the instructor's permission at the beginning of the semester and must also inform his or her advisor.

Major in Philosophy and Public Policy

In order to major in Philosophy and Public Policy students must take 12 courses, of which at least 3 are at the level of 300 or above, and which must include:

1. Phil 100 (Introduction to Philosophy) *or* C108 (Moral and Social Problems) *or* C209 (Individual and Community)
2. Phil 215 (Philosophical Foundations of Public Policy);
3. Phil 450 (Rights)
4. At least one of the following applied philosophy courses:
   Phil 210 (Philosophy of Education)
   Phil 221 (Business and Management Ethics)
   Phil 222 (Moral Issues in Medicine)
   Phil 223 (Psychiatry, Law, and Public Policy)
   Phil 287 (Equality)
   Phil 307 (Technology and Values)
5. Two policy related cognate courses offered by other departments and programs from a list including but not limited to:
   Anth 258 (Anthropology and Social Issues)
   BlkSt 320 (Problems in Urban Education)
   Econ 215 (Philosophical Foundations of Public Policy);
   LawJus 210 (Prisons and Punishment)
   PolSci 303 (Public Policy)
   PolSci 347 (Politics, Social Choice, and Public Policy)
   Sociol 250 (Social Policy)
   WoSt 330 (Women and Public Policy)
6. At least two courses from the following offerings in the history and theory of social philosophy:
   Phil C265 (Sanity and Madness)
   Phil C295 (Egoism and Altruism)
   Phil 216 (History of Ethics)
   Phil 218 (Major Social and Political Thinkers)
   Phil 230 (Philosophy and Feminism)
   Phil 280 (Social and Political Philosophy)
   Phil 289 (Marxist Philosophy)
   Phil 290 (Philosophy of Law)
   Phil 302 (Topics in Educational Theory and Philosophy)
   Phil 351 (Plato)
   Phil 452 (Aristotle)
   Phil 465 (Kant's Moral Philosophy and Its Critics)
7. Senior directed study (to be undertaken in the final year as a 3-credit independent research project supervised by a faculty member of the Philosophy Department).

Optional internships will be arranged for those majors wishing to experience public policy making at state city or local levels of governments.

Joint Major in Philosophy and Psychology

In addition to a standard double major in philosophy and psychology, the Philosophy and Psychology Departments offer a special directed major. This joint major enables a student to set up an integrated program of study in the two fields according to the following guidelines:

1. A minimum of thirteen courses: six from each department, plus a course in directed independent study (usually taken during the final year). Of these, the following particular courses are required:
   Philosophy
   100 (Introduction to Philosophy)
   344 (Philosophy of Mind)
   One additional upper level course (300 or above).
   Psychology
   101 (Introduction to Psychology)
   102 (Introduction to Behavioral Research)
   and either
   C280 (History of Psychology) *or*
   480 (Systems of Psychology)
   Philosophy/Psychology
   Phil 487 or Psych 487 (Joint Independent Study)
2. Each student is required to plan out his or her program with a team of two advisors, one from each department. This need not be done before taking any courses in these departments, but should come close to the beginning of the student's stay at UMass/Boston. It should be understood that some courses a student may have taken in either department before setting up such a major may not be included in courses that count towards this major, if both advisors feel they cannot be integrated into the student's course of study.
3. Such integrated courses of study need not require departmental approval in individual cases so long as both advisors concur in their judgment of the viability of the student's program, and the major requirements are satisfied.
4. Waiving any major requirement does require approval of both departments.

Students interested in any of these philosophy major programs must get approval from the Philosophy Department, and must sign up for them *by title* with the Office of Registration and Records.

The Minor

Philosophy minors must take at least six courses offered by the department. These must include Phil 100 (Introduction to Philosophy) and at least two courses numbered 300 or higher. No more than two courses numbered under 200 may be included in the required six.

Students will be assigned advisors upon notifying the Philosophy Department that they will be minoring in philosophy. Each student's advisor will recommend course sequencing at intermediate and advanced levels suitable to the student's needs and major program. For example, students majoring in political science may be advised to take courses relating to social and political philosophy, while students majoring in English or concentrating in linguistics may be advised to take logic before proceeding to intermediate and advanced courses.

Transfer Credit Policy

No more than three transfer courses are normally accepted toward the major requirements in philosophy. Beyond that, a petition from the student is required.

Phil C108
Moral and Social Problems
Staff
Important moral and social issues of current concern are examined and debated. The course covers several problems each semester from a list including criminal punishment, war, abortion, racism, violence, the death penalty, private property, and sexism.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Department of Philosophy

Phil C205
Inquiry and Investigation
Mr Millman and Staff
Examination of the structure, powers, and limitations of science as a systematic way of inquiring into the nature of physical, human, and social reality. Readings from Hempel, E Nagel, Kuhn, Feyerabend, Hanson, Toulmin, and Reichenbach.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil C208
Existential Themes in Philosophy and Literature
Ms Radden, Ms O'Sullivan
This course introduces the area of philosophical and humanistic studies by means of a consideration of existentialist ideas in both literature and philosophy. Issues will be chosen from a list including the self in relation to others; authenticity, self-deception, and bad faith; freedom and responsibility; death and the meaning of life; and the possibility of objective knowledge.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil C209
Individual and Community
Staff
This course is a thematic introduction to methods and ideas central to philosophical and humanistic inquiry. The course will take up a series of ideas and thinkers linked by their relation to the theme of the individual in his or her relation to the community. Readings introduced in this course provide a suitable conceptual foundation for a student's inquiry into basic intellectual assumptions and questions of value.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil C265
Sanity and Madness
Ms Radden
Critical analysis of central legal, moral, and conceptual claims made about psychiatry and mental illness. Authors discussed will include those of the anti-psychiatry movement, especially RD Laing and Szasz.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil LC270 (PolSci LC270)
The Darwinian Revolution
Mr Millman, Ms Paul
This course introduces the area of historical and cultural studies through an examination of the origin, development, and impact of evolutionary theories. Topics may include the concept of progress; the tradition of natural theology; materialism; evolutionary thought before Darwin; the relation of Darwin to political economy; natural selection and Darwin's *Origin of Species;* evolution and revolution in society; Social Darwinism; science and religion; controversies about eugenics, sociobiology, and creationism.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Phil C295
Egoism and Altruism
Mr Blum
This course explores the phenomena of egoism and altruism in light of two perennial concerns of ethical theory: Do we always act ultimately only for our own benefit? Do we have an obligation or reason to care about the welfare of others? Topics and readings include: The historical debate (Hobbes, Butler, Freud, Colin Turnbull). The desirability of egoism (Ayn Rand, W Somerset Maugham, *The Moon and Sixpence.)* Women and altruism (Anna Freud, Jean Baker Miller). "Psychological egoism" (J Rachels, C D Broad). The nature of care and sympathy (Adam Smith, Max Scheler, M Mayeroff). Sociobiology and altruism (EO Wilson, Mary Midgley). Altruism and society: the case of giving blood (RH Titmuss, Peter Singer). Social psychology and altruism (Darley and Latane). Universal and conditional love (Kierkegaard, L Blum). In addition to standard philosophical readings, the course makes use of material from literature, anthropology, biology, psychology, and sociology, exploring their contribution to an understanding of egoism and altruism.
Prerequisite: One course in philosophy.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 100
Introduction to Philosophy
Staff
An introductory examination of the problems and scope of philosophy.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 101
Projects on Contemporary Issues
Staff
Research will be conducted on relevant contemporary issues that relate to traditional philosophical problems.
1 Credit

Phil 120
Introduction to Logic
Ms Farrell Smith and Staff
The forms of valid reasoning, deductive and inductive, and their role in reflective thinking; formal logic, truth functions, quantifiers, proofs of formal adequacy, the classical problem and new riddle of induction, reasoning with probabilities, and elements of game theory.
Distribution Area: Mathematics and Computer Languages.
3 Lect Hrs, 3 Credits

Phil 210
Philosophy of Education
Staff
Philosophical ideas and concepts relevant to the nature and aims of education.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 211
Ancient Philosophy
Mr Andic
Theories about being and not being, truth and falsehood, meaning and reference, knowledge and belief, perception and reason, good and evil, from the pre-Socratics to the Stoics, Epicureans, Skeptics, and neo-Platonists, with emphasis on Plato and Aristotle.
Prerequisite: Phil 100 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 212
Modern Philosophy
Mr Andic, Mr Lott
The views of the continental rationalists—Descartes, Spinoza, Leibnitz—and the British Empiricists—Locke, Berkeley, Hume—in relation to general intellectual developments from the Renaissance to the Enlightenment.
Prerequisite: Phil 100.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Department of Philosophy

Phil 213
Nineteenth Century Philosophy
Staff
An exploration of the works of major thinkers of the nineteenth century, including Hegel, Kierkegaard, Dostoevsky, Nietzsche, Feuerbach, Marx, and Mill.
Prerequisite: Phil 100.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 215
Philosophical Foundations of Public Policy
Ms Radden, Mr Lott, Mr Millman
This course explores several central philosophical frameworks underlying contemporary public policy debates, including various conceptions of social justice and human rights, utilitarian theory and decision theory. The role of philosophy in public policy will be illustrated through an analysis of such contemporary issues as foreign policy and human rights, tax policy, cost benefit analysis, environmental and health care issues.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 216
History of Ethics
Mr Blum, Ms O'Sullivan
Critical issues in moral philosophy as exhibited in the writings of Plato, Aristotle, Augustine, Hobbes, Kant, Mill and Nietzsche.
Prerequisite: Phil 100, or C108, or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 218
Major Social and Political Thinkers
Staff
The primary concern of this course is historical: the elucidation of the political and social theories of some of the major figures of the Western tradition (e.g., Plato, Machiavelli, Hobbes, Rousseau, and Marx). Stress will be put on the continuing relevance of these philosophers and political scientists.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 220
Environmental Ethics
Mr Millman
An examination of humanity's place in the natural world and its implications for ethics. Topics include the environmental crisis and the need for a new environmental ethic, the ethical dimensions of environmental policy issues, human-centered ethics, obligations to future generations, the intrinsic value of the natural world, animal rights, wilderness, and preservation of species.
Prerequisite: Phil 100 or Phil C108, or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 221
Business and Management Ethics
Ms O'Sullivan
An examination of the principles and theories of ethics applied to the problems of business, management, and industry at the decision-making level. Ethical analysis of cases involving issues such as conflict of interest, whistle-blowing, corporate social responsibility, and codes of ethics.
Prerequisite: Phil 100 or C108, or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 222
Moral Issues in Medicine
Ms Smith, Staff
Concepts of health, illness and healing, under different paradigms of medicine. Is medicine an art or science? What is the impact of medical technology on human life and death? What is considered 'natural'? Attention is given to issues in human reproduction (e.g. in vitro fertilization, conception, abortion). Questions of authority, accountability in doctor-patient relationships, patient advocacy, self help, right to health care or to refuse treatment. Social and political questions of health care organization.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 223
Psychiatry, Law, and Public Policy
Ms Radden
Such topics as involuntary hospitalization, rights to refuse and receive treatment, institutionalization and deinstitutionalization, competence to stand trial, and the insanity defense are considered through an examination of case law, statutes, policy, and practice respecting the mentally disturbed. Theories of responsibility, rights, privacy, paternalism, and freedom will also be discussed.
Prerequisite: One introductory-level course in philosophy or law and justice, or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 224
Philosophy of Art
Mr Andic, Staff
Theories of art, its meaning, purpose, intellectuality, and mystery, the meaning of irony, the nature of artistic imagination, and the relations of art to morality, religion, philosophy, and everyday life. Focus on the 'traditional' theory of art in Plato's Republic and Symposium, with further readings from Simone Weil, AKC Coomaraswamy, Iris Murdoch, Martin Lings, Shakespeare, Keats, Robert Bresson, Max Picard and RH Blyth.
Prerequisites: Phil 100 or permission of instructor
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 225
Philosophy of Religion
Mr Shope
A critical study of religious understanding and faith, and of relations between religion and philosophy, and between religion and morality. Such topics as love, freedom, truth, meaning, immortality, suffering and happiness, justice and forgiveness, punishment and reward, proofs and disproofs of the existence of God, and explanations of the nature of divinity and its relation to human beings.
Prerequisite: Phil C108 or 100, or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Department of Philosophy

Phil 227
Existentialism and Phenomenology
Staff
An inquiry into the broad philosophical movement of existentialism, through a reading of major existentialist thinkers including Sartre, Beauvoir, Camus, Merleau-Ponty, Marcel, Kierkegaard, Jaspers and Heidegger. Topics to be discussed include authenticity and freedom, self-deception, the absurd, the critique of Cartesianism, subjectivity and objectivity, and death and the meaning of life.
Prerequisite: Phil 100 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 230
Philosophy and Feminism
Ms Martin
Different philosophical theories of feminist issues, including women's rights, whether women have a separate or special place in the family and social order, gender differences and biological factors in human nature, theories of patriarchy, how gender and world view are related. Readings from classical and contemporary philosophers and feminist thinkers. Note: At least one course in philosophy and one course in women's studies are recommended, though not required.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 242
Philosophy of Sexuality
Ms Radden
Theories of sexual morality proposed by philosophers and religious authorities are examined, and the relation between sex and sin is traced from Plato, through the works of Augustine and Aquinas, to those of present day moralists. Ancient and modern philosophical theories of sexuality and sexual love are considered as well as analyses of associated emotions like love, shame and possessiveness, and the relation of sexuality to self image. Certain political questions are addressed: e.g., the relation of law to sexual morality.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 280
Social and Political Philosophy
Staff
Representative problems and themes of social and political philosophy, especially the concepts of human rights, liberty, justice, equality, law, social obligation and the social contract.
Prerequisite: Phil 100 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 287
Equality
Mr Blum
Examination of the ideals of social equality and equal respect in the context of actual inequalities of sex, race, and class. Topics to be drawn from the following: Sex roles, freedom, and equality; sameness, difference, and equality; discrimination; equality of opportunity; equality and socialism; arguments for inequality; effect of sex, race, and class inequalities on self-respect; equality in American ideology. Readings from among the following: Aristotle, from *Politics*. De Tocqueville, from *Democracy in America*. Simone de Beauvoir, *The Second Sex*. Sennett and Cobb, *The Hidden Injuries of Class*. Film: "Portrait of Theresa" (Cuban). Selections from contemporary philosophers, such as: J Rawls, B Williams, P Singer, M Warren.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 288
Capitalism and Socialism
Staff
A comparative study of the philosophical foundations of two major systems of economic production and distribution. Through readings of representative authors the course will focus on the values embodied in each system. For example: equality, justice, civil liberties, cooperation, and individual initiative. The nature and importance of underlying assumptions about human needs and desires will also be considered.
Prerequisite: Phil 100 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 289
Marxist Philosophy
Staff
A philosophical exploration of the thought of Karl Marx, based on a reading of his early and mature works. Topics to be discussed are idealism and materialism; the relation between theory and practice; dialectic; alienation; ideology; class; the analysis of capitalism; reification; and some contemporary theories, including critical theory and socialist feminism. Other theorists to be read include Lenin, Engels, Mao Tse Tung, Lukács, Braverman, EP Thompson, Marcuse, and Gorz.
Prerequisite: Phil 100 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 290
Philosophy of Law
Mr Lott
Investigation of the internal aspects of law and legal systems (e.g., the nature of law, the structure of legal systems, criteria of legal validity); consideration of a legal system as an isolated closed system of concepts, postulates, rules of inference, deductions, and conclusions. The course is also concerned with the external aspects of the law (i.e., those relationships which exist between the law itself, conceived simply as a body of rules, and other things external to itself), the functions of the law, the limits of lawmaking as an enterprise, and most especially the relationship between the law and morality.
Prerequisite: Phil 100 or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Phil 297
Oriental Philosophy
Mr Andic
Examination of theoretical and practical presuppositions and methods of three great Eastern traditions (Hinduism, Buddhism, Taoism). The interface of Eastern approaches and crucial problems in Western philosophy and psychology. Readings from the *Vedas* and the *Upanishads*, the *Dhammapada*, Confucius and Mencius, Lao Tzu and Chuang Tzu, and the Zen *Munonkan*, with secondary readings from Eckhart, Coomaraswamy, Blyth, and others.
Prerequisite: Some background in Western philosophy.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

Department of Philosophy

Phil 302
Topics in Educational Theory and Philosophy
Ms Martin
Designed for students with some background in philosophy. This course focuses on one or more problems in philosophy of education, examples of which are: the nature of teaching and learning, the justification of educational decisions, the aims and content of political, moral and religious education, the relationship between education and society, and the nature of a liberal education.
Prerequisite: Phil 100 or permission of the instructor.
3 Lect Hrs, 3 Credits

Phil 303
Simone Weil
Simone Weil (1909-1943) was a French philosopher, political activist, Christian thinker and critic of Western culture. The course will focus on Weil's writings about politics, work, Marxism, God, affliction, love, power and oppression, the individual and collectivity, science and technology, Plato and Greek culture, philosophy, and truth.
Prerequisites: One course in philosophy, junior standing, or permission of instructor.
3 Lect Hrs, 3 Credits

Phil 305
Philosophy and Literature
Mr Andic
A study of concepts such as self-knowledge, knowledge of others, sympathy, freedom, happiness, fantasy, selfishness, self-deception, pleasure, feeling and desire as they find expression in works of literature. Readings will be selected from such works as *Middlemarch* by George Eliot, *Anna Karenina* by Tolstoy, *The Brothers Karamazov* by Dostoevsky, *Red and Black* by Stendhal, *Remembrance of Things Past* by Proust, and *Under the Net* by Iris Murdoch.
3 Lect Hrs, 3 Credits
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.

Phil 307
Technology and Values
Mr Millman
The impact of technology on contemporary values, and the ethical issues arising out of technology. Topics include global distributive justice; environmental ethics; recombinant DNA technology; and rational methods of technology assessment such as risk-benefit analysis.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits

Phil 311
Medieval Philosophy
Mr Andic
A survey of major medieval philosophers, chiefly Augustine, Boethius, Anselm, Aquinas, Eckhart, and Nicolas of Cusa, with emphasis on their theories of self-knowledge, wisdom, goodness, happiness, love, truth, freedom, being, language, intellect and reason, eternity, time, and man as an image of God.
Prerequisite: Phil 211 (Ancient Philosophy) or permission of the instructor.
3 Lect Hrs, 3 Credits

Phil 314
Contemporary Philosophy
Staff
Some major trends of analytical philosophy in the twentieth century. Emphasis on the role of language in the formulations of proposed solutions to traditional problems in epistemology and metaphysics in the writings of such philosophers as Russell, Moore, and Wittgenstein.
Prerequisite: Phil 100.
3 Lect Hrs, 3 Credits

Phil 320
Empiricism
Staff
A study of major epistemological and metaphysical works of John Locke, George Berkeley and David Hume.
Prerequisite: 2 courses in philosophy.
3 Lect Hrs, 3 Credits

Phil 327
Meaning and Being
Staff
Exploration of themes in recent European philosophy, such as the self and the social world, anti-Cartesianism, subjectivity, language, and embodiment. Special attention to the Life-World, Being-in-the-World, and Forms of Life. Readings from such philosophers as Husserl, Heidegger, Sartre, Merleau-Ponty and Wittgenstein. The course is an appropriate sequel to Phil 213 or Phil 227.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits

Phil 333
Ethical Theory
Mr Blum
The main problems and theories concerning the nature, scope and justification of value judgments. A systematic rather than historical approach.
Prerequisite: Phil 100.
3 Lect Hrs, 3 Credits

Phil 337
Third World Political Philosophy
Mr Lott
Analysis of arguments presented in the writings of a selection of third world thinkers, such as Fanon, Nkrumah, Senghor, Ho Chi Minh, Mao Tse Tung, DuBois, Garvey, and Guevara. Consideration of such issues as colonialism, Marxism, cultural nationalism, authenticity, and violence.
3 Lect Hrs, 3 Credits

Phil 344
Philosophy of Mind
Mr Shope, Ms Radden
The nature of mind and its relation to body and matter, with emphasis on recent advances in philosophy and psychology.
Prerequisite: Phil 100 or permission of instructor.
3 Lect Hrs, 3 Credits

Phil 345
Theory of Knowledge
Mr Swartz, Mr Shope
Knowledge—its nature, forms, methods, scope, and validation.
Prerequisite: One philosophy course numbered 200 or above.
3 Lect Hrs, 3 Credits

Phil 346
Philosophy of Science
Mr Millman
The nature of scientific explanation, with attention to the social and philosophical aspects of scientific methodology.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits

Department of Philosophy

Phil 347
Problems of Metaphysics
Staff
Ideas such as substance, causality, mind and body, and free will, as they appear in several major metaphysical systems.
Prerequisite: Any philosophy course numbered 200 or above.
3 Lect Hrs, 3 Credits

Phil 350
Rationality and Ritual
Mr Foster
This course focuses on the controversy about the proper way to interpret traditional magico-religious thought and ritual. It explores, on the one hand, the claim that traditional thought can be correctly viewed as analogous to scientific thought, that it is a product of a theoretical model building process. The course also looks, on the other hand, at the claim that ritual, unlike science, can be more correctly and fruitfully viewed as essentially expressive and symbolic. This view would hold that ritual is more like the arts than like science, in that its function is to dramatize experience rather than to analyze it. As part of these discussions, the course also raises and examines issues of rationality, relativism, the 'primitive mind', and the differences between science and art, description and expression. Readings are drawn from the writings of such anthropologists and philosophers as Beattie, Evans-Prichard, Horton, Vogt, Feyerabend, Goodman, Hollis, Kuhn, Lukes, Quine and others.
Prerequisites: Phil 100 or one intermediate level course in philosophy, or permission of instructor.
3 Lect Hrs, 3 Credits

Phil 351
Plato
Mr Andic
Plato's ethics, metaphysics, and theory of knowledge in the *Phaedo, Republic, Theaetetus, Cratylus, Parmenides, Sophist,* and *Statesman and Philebus,* as a solution to problems raised by his predecessors, notably Pythagoreans, Heraclitus, Parmenides, and the Sophists.
Prerequisite: Phil 211, or permission of instructor.
3 Lect Hrs, 3 Credits

Phil 355
Hobbes
Mr Lott
This course provides a study of the system of ideas that Hobbes presented in *De Cive, De Corpore,* and *De Homine.* Topics include scientific method, metaphysics, psychology, state of nature, morality, politics, and religion.
Prerequisites: Phil 100, or permission of the instructor.
3 Lect Hrs, 3 Credits

Phil 357
Kierkegaard
Mr Andic
Theories of meaning, truth, knowledge, good and freedom, in the aesthetic, ethical, and religious works of Kierkegaard, in contrast to those of Plato, Lessing, Kant, Hegel, and Simone Weil.
Prerequisite: Phil 100, or permission of instructor.
3 Lect Hrs, 3 Credits

Phil 360
Bertrand Russell
Ms Farrell Smith
Russell's contributions to philosophy of language, logic, theory of knowledge, and science. His relations with other philosophers (Frege, Wittgenstein, William James) and twentieth century intellectual issues (pacifism, secular humanism).
3 Lect Hrs, 3 Credits

Phil 388
Moral Issues
Mr Swartz, Ms Farrell Smith, Staff
Application of advanced philosophical techniques to case studies and philosophical issues concerning three or four interrelated moral issues, such as suicide, self-defense, capital punishment, abortion, and euthanasia. Emphasis on contemporary sources with some consideration of the views of classical philosophers. Approximately one month is spent on each issue.
Prerequisite: Phil 100 or C108, or permission of the instructor.
3 Lect Hrs, 3 Credits

Phil 440
Logic and Language
Ms Farrell Smith
Topics in philosophy of language and logic: theory of reference, meaning, relation between language and reality, role of logical analysis of language in Russell's theory of descriptions and its critics, liar paradox and theory of truth, Chomsky's views on language and mind, and the relation between language and culture. Readings in current philosophy and linguistics. Course satisfies linguistics program requirements.
Prerequisites: Two philosophy courses, including one in logic, or permission of instructor.
3 Lect Hrs, 3 Credits

Phil 444
Cooperative Education in Philosophy
Staff
Through the cooperative education program majors in the department are placed in paid work assignments which relate to studies in applied philosophy. Work periods are generally six months in length and begin in either January or July. Students are placed by the cooperative education office and awarded credit for study in conjunction with the work experience: typically, six Credits for full time work and three Credits for part time work. Credit is only awarded to students who successfully complete a study plan submitted to and approved by a member of the department. The plan should entail a body of work equivalent to that expected in a classroom based course for the same number of Credits. The study plan should include appropriate reading and writing assignments. Coop education will count toward the major, but will not satisfy the advanced level course requirement.
Prerequisites: Sophomore standing; and permission of the department chairperson, one of the co-directors of Cooperative Education, and the instructor: by application and interview only.
Field work full or part time, independent meeting time with instructor arranged, 3-6 Credits

Phil 450
Rights
Ms Radden
This course examines a range of contemporary theories, including those of Rawls, Nozick, Feinberg, and Dworkin. It outlines the classical tradition, and introduces the work of legal positivists like Austin and Hart. Emphasis is placed on alternatives to rights based theories and on criticisms of rights systems, such as that put forward by contemporary communitarian theorists like Sandel.
3 Lect Hrs, 3 Credits

Phil 452
Aristotle
Mr Andic
Aristotle's philosophy as a response to Plato's views about meaning, being, knowledge, ideas, number and the good.
Prerequisite: Phil 211 or permission of instructor.
3 Lect Hrs, 3 Credits

Department of Philosophy

Phil 455
Hegel
Staff
This course is an introduction to the philosophy of Hegel and to the Hegelian tradition, through a reading of Hegel's major work, *The Phenomenology of Spirit.* Other readings for the course include excerpts of *The Science of Logic* and *The Philosophy of Right,* as well as important critical sources.
Prerequisite: One philosophy course at or above the 200 level, or permission of instructor.
3 Lect Hrs, 3 Credits

Phil 462
The Critical Philosophy of Immanuel Kant
Ms Radden, Mr Swartz
The critique of pure reason, with special attention to Kant's epistemology and critique of metaphysics.
Prerequisite: Phil 212 or permission of instructor.
3 Lect Hrs, 3 Credits

Phil 465
Kant's Moral Philosophy and Its Critics
Mr Blum
A study of Immanuel Kant's major ethical writings (*Groundwork of the Metaphysics of Morals;* selections from *The Critique of Practical Reason, Religion Within the Limits of Reason Alone*) and of Kant's most significant critics of the nineteenth and twentieth century: A Schopenhauer (*On the Basis of Morality*), GWF Hegel, F Nietzsche, K Marx, M Scheler or N Hartmann.
3 Lect Hrs, 3 Credits

Phil 470
Wittgenstein
Staff
Intensive study of the early and late work of Ludwig Wittgenstein. Beginning with *Tractatus Logico-Philosophicus*, the course provides a historical-philosophical context for Wittgenstein's mature work. Other works read include *Philosophical Investigations*, *Zettel*, and *On Certainty.*
Prerequisites: Phil 100 and one intermediate course in philosophy or equivalent.
3 Lect Hrs, 3 Credits

Phil 478
Independent Study I
Staff
Independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy Department.
1-3 Credits

Phil 479
Independent Study II
Staff
See Phil 478.

Phil 480
Group Independent Study
Staff
Group independent study on approved topics in philosophy.
Prerequisite: Approval of Philosophy Department.
3 Lect Hrs, 3 Credits

Phil 481
Selected Special Topics in Philosophy
An advanced course offering intensive study of selected topics in philosophy. Course content varies and will be announced prior to registration.
Prerequisite: Phil 100, or C108.
3 Lect Hrs, 3 Credits

Phil 487
Independent Study for Joint Majors
Staff
Independent study for students in the Joint Major in Philosophy and Psychology, directed by at least one member of the Philosophy or Psychology Departments.
3 Lect Hrs, 3 Credits

Phil 501
Internship in Philosophy
Staff
Students will assist in direction of research on contemporary issues carried on in Philosophy 101.
Prerequisite: Permission of Philosophy Department.
1 Credit

Phil 601
Foundations of Philosophical Thought
Mr Swartz
By discussing four or five traditional substantive problems in philosophy—morality, the nature of knowledge, freedom of the will, the nature of mind, and social organization—we attempt to derive a common approach that philosophers bring to these problems when developing their own solutions or criticizing the solutions of other philosophers. We also consider some of the ways that substantive issues and debates in philosophy relate to contemporary non-philosophical issues in our society and can be introduced into a broad range of educational environments outside standard philosophy courses.
Prerequisites: Junior or senior standing and permission of instructor.
3 Lect Hrs, 3 Credits

Department of Physics

Faculty

Donald H Lyons, Professor and Chairperson; Professors Marvin M Antonoff, Benjamin R Mollow, DVGLN Rao, George Salzman; Associate Professors Leonard A Catz, Edward S Ginsberg, Peter E Gordon, Harold P Mahon, Arthur W Martin, Martin Posner, John Shane, Nareshchandra P Shah

The Department

Physics seeks to understand the physical world by formulating general concepts and principles which organize and interrelate a vast range of seemingly unconnected natural phenomena. Energy and space-time exemplify such concepts, while the laws of thermodynamics, quantum mechanics, and electromagnetism exemplify principles of tremendous explanatory power. The Physics Department, through its programs of experimental and theoretical research, enlarges the understanding of various phenomena in quantum electronics, laser optics, condensed matter, magnetic resonance, low-temperature physics, nuclear spectroscopy, elementary particles, biophysics, energy conservation, and musical acoustics. Its teaching program involves students in theoretical and laboratory work so that they may better comprehend the nature of physical laws and applications.

Courses for Non-Science Majors

Courses numbered between 121 and 132 are intended primarily for non-science students. They emphasize general ideas rather than technical details and are taught with minimal reliance on mathematics. The first semesters of these courses have no prerequisites and are open to all students. They satisfy the natural science requirements and carry three credits.

Introductory Physics Courses

Phys 107-108 is a course intended primarily for students majoring in biological or behavioral science. Familiarity with college level mathematics (algebra and trigonometry) is desirable. Phys 113-114 is a calculus-level introductory course intended for students in the physical sciences, pre-engineering, and mathematics. The introductory lab courses, Phys 181 and 182, are appropriate to accompany either the calculus or the non-calculus introductory courses. Phys 211 completes the introductory sequence of calculus-level courses.

Department of Physics

Requirements and Recommendations

Whenever possible, physics majors should begin their work in both physics and mathematics in the freshman year by enrolling in Physics 113-114, 181, 182, and Calculus. Students who are interested in physical science or engineering, but who are not ready to move into Physics 113-114, should seek advice from the department about an alternative course sequence before starting introductory physics.

Requirements for Graduation with BA in Physics

Majors must earn a minimum of 34 credits in physics courses including Physics 113, 114, 181, 182, 211, 214, 281, 312, 321, either 371 or 382, and two physics electives at the level of 300 or higher. Physics majors also must complete Mathematics 240 and 310. A physics major may complete up to two courses in mathematics or cognate sciences at the advanced level in lieu of advanced physics electives, but prior approval of the department at least one semester before his or her expected graduation is required. Completion of the BA in physics fulfills the field of knowledge requirement for eligibility to apply for certification from the Massachusetts State Department of Education. For further information, see the College of Education section of this publication.

Requirements For Graduation with BS in Physics

Majors must earn a minimum of 40 credits in physics courses including Physics 113, 114, 181, 182, 211, 214, 281, 312, 321, either 371 or 382, either 322 or 374, 421, and two physics electives at the level of 300 or higher. In addition majors must complete Chemistry 103-104, Mathematics 240 and 310, and CS 110p or 110f. (Students with proficiency in computer programming may request from the department a waiver of the CS 110 requirement.) Students should note that the University requires for a BS degree six mathematics or science courses outside of the student's major field. Most physics majors (especially those planning graduate work and/or professional careers in physical science) will want to take more physics and mathematics courses than the minimum required for graduation. Additional courses recommended for students planning to pursue graduate studies are Physics 322, 350 and 422, and two or more semesters of mathematics courses such as Mathematics 311 and 320. Some graduate schools require a reading knowledge of Russian, German, or French. All majors are encouraged to gain facility in computer programming.

Requirements for Graduation with BS in Engineering Physics

This major combines the first two years of a standard engineering curriculum, the requirements for the BS in Physics, and advanced work in engineering and applied science. For a detailed description, see the Engineering Physics section of this publication.

Honors

Students wishing to graduate with honors in physics must

A. Complete satisfactorily 6 credits of supervised research and be nominated for honors by the supervising faculty member;

B. Have a 3.0 cumulative average in physics courses; and

C. Have written a thesis and given an oral presentation of their research project. The physics faculty must approve the awarding of honors for this work.

Transfer Credit Policy

At least half the courses required for the major must be taken at the University of Massachusetts at Boston. This requirement may be waived in exceptional circumstances upon recommendation by the Physics Department.

Phys 107
College Physics I
Staff
Non-calculus introductory physics for life-science students and others with a program requirement for a year of physics at this level. Topics include mechanics, fluids, wave motion, kinetic theory of gases, temperature and heat. Students who need or want laboratory work in physics should enroll concurrently in Phys 181.
Prerequisite: Math 130 or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits

Phys 108
College Physics II
Staff
A continuation of Phys 107. Topics include thermodynamics, electricity, and magnetism; optics; and a preview of modern physics. Students who need or want laboratory work in physics should enroll concurrently in Phys 182.
Prerequisite: Phys 107 or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 1 Disc Hr, 3 Credits

Phys 113
Fundamentals of Physics I
Staff
The first semester of calculus-level introductory physics. Topics include mechanics, hydrodynamics, waves, kinetic theory, and heat. Students who need or want laboratory work in physics should enroll concurrently in Phys 181.
Corequisite: Math 140; corequisite for physics majors: Phys 181.
Distribution Area: Natural Sciences.
3 Lect Hrs, 2 Disc Hrs, 4 Credits

Phys 114
Fundamentals of Physics II
Staff
The second semester of calculus-level introductory physics. Topics include thermodynamics, electricity and magnetism, geometrical and wave optics. Students who need or want laboratory work in Physics should enroll concurrently in Phys 182. Note: Phys 114 may be substituted for Math 150 as a recommended prerequisite for Math 240.
Corequisite: Math 141; corequisite for physics majors: Phys 182.
Prerequisite: Phys 113 or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 2 Disc Hrs, 4 Credits

Phys 121
Introduction to Astronomy I
Staff
Descriptive introduction to astronomy and astrophysics. Includes study of the planets, stars, galaxies, physics of space exploration, and life on other worlds.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Phys 122
Introduction to Astronomy II
Staff
A continuation of Phys 121.
Prerequisite: Phys 121 or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Department of Physics

Phys 123
Concepts of Modern Physics I
Staff
A view of the natural world as revealed by physics. Emphasizing basic concepts and unifying principles, the course is presented at a level accessible to non-science students. The material is developed in historical context and includes topics of contemporary interest.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Phys 124
Concepts of Modern Physics II
Staff
A continuation of Phys 123.
Prerequisite: Phys 123 or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Phys 132
Energy
Staff
The problems of energy—what it is, how it is obtained and used, limitations on its generation from various sources and on its utilization—are considered from all perspectives: scientific, technical, environmental, economic. Topics include theory of energy; generation of energy from fossil, nuclear, solar, geothermal, atmospheric, and other sources; general problems related to the production and consumption of energy, and problems specific to particular sources.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Phys 181
Physics Laboratory I
Staff
Exploration of basic physical phenomena through laboratory work. Experiments in kinematics, mechanics and hydrostatics. This course is designed to accompany either level of introductory physics.
Corequisite: Phys 107 or 113.
3 Lab Hrs in alternate weeks, 1 Credit

Phys 182
Physics Laboratory II
Staff
Exploration of basic physical phenomena through laboratory work. Experiments in thermodynamics, electricity, magnetism and optics. This course is designed to accompany either level of introductory physics.
Corequisite: Phys 108 or 114.
3 Lab Hrs in alternate weeks, 1 Credit

Phys 211
Introduction to Contemporary Physics
Staff
The third semester of calculus-level introductory physics. Topics include special relativity; the historical development of quantum theory; elements of quantum mechanics; with applications to atomic, molecular, solid state, nuclear and particle physics. Students who need or want laboratory work in modern physics should enroll concurrently in Phys 281.
Prerequisite: Phys 114 or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Phys 214
Thermodynamics
Staff
An introduction to the principles of thermodynamics. Concepts include temperature, internal energy, heat, free energy, entropy, work, and the laws which relate them to each other. Application is made to systems including ideal gases, heat engines and refrigerators.
Prerequisite: Math 141 and Phys 113.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Phys 221
Astrophysics, Relativity, and Cosmology
Staff
Introduction to Einstein's theories of special and general relativity and the idea of curved space time. Application to cosmological theories of the universe, including the big bang and steady state models. Analysis of observational evidence for such theories.
Prerequisite: Phys 122 or permission of instructor.
Distribution Area: Natural Sciences.
3 Lect Hrs, 3 Credits

Phys 281
Physical Laboratory I
Staff
Basic principles of experimental physics and error analysis. Experiments in modern physics and optics, including spectroscopy, electromagnetism, atomic nuclear physics.
Corequisite for physics majors: Phys 211.
Prerequisite: Phys 182 or permission of instructor.
Distribution Area: Natural Sciences.
4 Lab Hrs, 1 Lect Hr, 3 Credits

Phys 312
Mechanics
Staff
Principles of Newtonian mechanics, conservation laws, gravitational potential theory, and conservative fields, central forces, oscillatory systems, rigid body rotation, and relativistic mechanics.
Corequisite: Math 310.
Prerequisite: Phys 211 or permission of instructor.
3 Lect Hrs, 3 Credits

Phys 321
Theory of Electricity and Magnetism I
Staff
Basic concepts of electric and magnetic fields, electrostatics, magnostatics, electric currents, electromagnetism, development of Maxwell's equations and simple applications, physical optics, reflection, dispersion, polarization, and diffraction.
Prerequisite: Math 240, Phys 312, or permission of instructor.
3 Lect Hrs, 3 Credits

Phys 322
Theory of Electricity and Magnetism II
Staff
A continuation of Phys 321. Description of the phenomena of electricity and magnetism in mathematical terms, boundary value problems and boundary conditions, transmission lines, wave guides, radiation from a moving charge, and special relativity.
Prerequisite: Phys 321, Math 240.
3 Lect Hrs, 3 Credits

Phys 350
Statistical Physics
Staff
Topics in heat, thermodynamics, kinetic theory, and elementary statistical mechanics.
Prerequisite: Phys 312 or permission of instructor.
3 Lect Hrs, 3 Credits

Phys 371
Basic Electronics with Lab
Staff
Direct current circuits, electrical measurements, alternating current circuits, circuit analysis, diodes, rectifier circuits, filters, voltage regulators, vacuum tubes, transistors, amplifier circuits, oscillators, comparison measurements, elements of servo systems, operational amplifiers, and pulse amplifiers.
Prerequisites: Phys 114, 182.
1 Lect Hr, 4 Lab Hrs, 3 Credits

Phys 374
Digital Electronics
Staff
Concepts of digital measurements, counting, timing and switching, basic logic concepts, basic theorems in Boolean Algebra, manipulation of logic statements, binary information gates, application of logic gates, flip-flops and multivibrators, counter, registers and readouts, digital and analog-digital instruments, and microprocessing systems.
Prerequisite: Phys 371.
3 Lect Hrs, 3 Credits

Department of Physics

Phys 382
Intermediate Laboratory
Staff
Experiments in geometrical and physical optics, electronics, atomic physics, and nuclear physics. Individual program of experiments for each student according to his or her interests and previous experience.
Corequisite: Phys 321 or permission of instructor.
Prerequisite: Phys 281.
1 Lect Hr, 4 Lab Hrs, 3 Credits

Phys 421
Atomic Physics and Introduction to Quantum Mechanics
Staff
The fundamental and elementary applications of quantum mechanics with emphasis on physical content rather than formalism. Elementary wave mechanics developed and applied to simple atomic structure. Topics include spectroscopic and other phenomena which form the experimental basis of modern atomic physics, the role of the Pauli principle and spin in determining periodic atomic properties, and radiation phenomena.
Prerequisite: Phys 312 or permission of instructor.
3 Lect Hrs, 3 Credits

Phys 422
Nuclear and Particle Physics
Staff
A continuation of Phys 421. The basic properties of nuclei, particle scattering, radioactivity, nuclear stability, dynamics of nuclear reactions, potential well and barrier problems in quantum mechanics, and particles.
Prerequisite: Phys 421.
3 Lect Hrs, 3 Credits

Phys 430
Introduction to Solid State Physics
Staff
An introductory treatment of the physics of solids. Includes crystal geometry, elastic vibrations, electronic states in solids, semiconductors, solid-state electronic devices. Offered every other year.
Prerequisites: Phys 350 and 421
3 Lect Hrs, 3 Credits

Phys 479
Readings in Physics I
Staff
Supervised individual study of special topics in physics that are not available in regular courses.
Prerequisites: Junior standing and approval of plan of study by supervising instructor and by department chairperson.
Hrs by arrangement, 1-3 Credits

Phys 480
Readings in Physics II
Staff
See Phys 479.

Engin Phys 481-482
(See Engineering Physics)

Phys 487
Research in Physics I
Staff
Supervised research.
Prerequisite: Junior standing, and approval by supervising instructor and department chairperson.
Hrs by arrangement, 1-3 Credits

Graduate Courses

Phys 600
Electronic Instrumentation I—Analog
Staff
A lecture and laboratory course in analog electronics. Emphasis is placed on pragmatic and intuitive approaches to analog electronic circuit designs. A supervised independent project illustrating an aspect of basic analog electronics is required of each student.
Prerequisite: Graduate standing or permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Phys 601
Electronic Instrumentation II—Digital
Staff
A lecture and laboratory course to provide understanding of digital electronics and microprocessors. Emphasis will be placed on digital logic components, digital circuit design, and techniques for incorporating microprocessors and microcomputers into laboratory experiments.
Prerequisite: Graduate standing or permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Phys 602
Laser Optics Laboratory
Staff
A lecture and laboratory course to provide a working understanding of modern optics, lasers and applications. Topics include optical resonators, solid state, gas and semiconductor lasers, tunable dye lasers, non-linear optics and spectroscopy applications. Selected topics, which may vary from year to year according to the interests of the staff and recent developments in technology, will stress practical instrumentation as well as relevant theory.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Phys 603
Nuclear Radiation Physics and Biophysics Laboratory
Staff
A laboratory-based course to illustrate the theory and experimental techniques utilized in nuclear radiation physics and biophysics. Topics include modes of production of nuclear radiation (charged particles, electromagnetic, neutrons), interaction of radiation with matter (including biological tissue), instruments and techniques for radiation detection and spectroscopy, radiation protection and safety, and the use of radioisotopes in physical, chemical and biomedical research. Selected topics may include: neutron activation analysis, X-ray fluorescence, the Mossbauer effect, radioimmunoassay techniques utilizing radioisotopes, computer assisted tomography (CAT), and experiments on the interaction of radiation with tumor cells.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Phys 604
Cryogenics and Vacuum Technology
Staff
A lecture and laboratory course to provide a working understanding of modern practice in cryogenics and vacuum technology. Topics include low temperature properties of materials, gas purification, separation and liquefication systems, instrumentation for measurement of temperatures and pressure and vacuum technology. Selected topics, which may vary from year to year according to the interests of staff and recent developments in technology, will stress practical instrumentation and applications.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Department of Physics

Phys 605
Energy Laboratory
Staff
A lecture and laboratory course focusing on small scale technology and methods for improving the efficiency of energy use. Topics representing current activities of the staff and student interests may include: methods for passive and active solar collection, computer based instrumentation techniques, energy auditing of industrial processes, alternative techniques for saving energy in residential buildings, and computer modeling of building energy performance and the effect of parametric modifications to the envelope, HVAC and other energy systems of commercial buildings.
Prerequisite: Permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Phys 606
Nuclear Reactor Physics
Staff
A lecture and laboratory course on the theory and operation of nuclear reactors for research and/or power generation. Associated topics in neutron physics include measurement of the velocity distribution of thermal neutrons in a nuclear reactor using a beam chopper; Bragg Diffraction of neutrons; measurement of thermal and epithermal neutron absorption cross-sections; neutron activation analysis. All reactor experiments are carried out at the MIT Research Reactor and include studies on subcritical neutron multiplication, control rod reactivity calibration from reactor period measurement, and reactor poisons. Theoretical topics include systematics of nuclear binding energies, theory of nuclear fission, and the theory of operation of homogeneous thermal nuclear reactors. Radiation safety topics include radiation dosimetry and radiation shielding.
Prerequisite: Phys 603 or permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Phys 608
Biophysical Instrumentation
Staff
A lecture and laboratory course on the application of microcomputers and microprocessor-based electronics to laboratory experiments in the biological and physical sciences. Emphasis is on techniques for interfacing the microcomputer to laboratory experiments for automated data acquisition, data reduction and analysis, information display and real-time control of experiments. Also listed as Biology 608.
Prerequisite: Graduate standing or permission of instructor.
2 Lect Hrs, 4 Lab Hrs, 4 Credits

Phys 609
Physics of Medical Imaging
Staff
General introduction to the physical principles involved in various medical imaging modalities, including X-ray imaging, X-ray tomography, radio-nuclide imaging, ultrasonic imaging, nuclear magnetic resonance imaging.
Prerequisite: Graduate standing or permission of instructor.
4 Lect Hrs, 4 Credits

Phys 610
Topics in Medical Imaging
Staff
This course will focus on an in-depth study of specific topics in the various medical imaging modalities.
Prerequisite: Phys 609 or permission of instructor.
4 Lect Hrs, 4 Credits

Phys 611
Theory of Classical Mechanics and Fluid Mechanics
Staff
Principles of classical mechanics. Generalized coordinates, Lagrangian and Hamiltonian formulations, variational principles, multiple periodic systems, continuous media, fluid mechanics.
Prerequisite: Permission of instructor.
4 Lect Hrs, 4 Credits

Phys 612
Electromagnetic Theory
Staff
A lecture course to develop electromagnetic theory and to treat various applications. Topics include Maxwell's equations in vacuum and in material media, electromagnetic theory of continuous media, reflection, refraction, diffraction and radiation of electromagnetic waves. Applications will be selected from such topics as wave guides and resonant cavities, and magnetohydrodynamics and plasma physics.
Prerequisite: Permission of instructor.
4 Lect Hrs, 4 Credits

Phys 613
Quantum Mechanics, Atomic and Molecular Physics
Staff
A lecture course on the fundamental principles and applications of the quantum theory of matter. Topics include bound systems (potential well harmonic oscillator, hydrogen atom), angular momentum, spin, identical particles, the periodic table, exchange forces, chemical bonding, linear vector spaces, perturbation theory. Other topics, e.g., magnetic resonance, symmetry groups, elementary particles, will be selected according to student and faculty interests.
Prerequisite: Permission of instructor.
4 Lect Hrs, 4 Credits

Phys 614
Thermodynamics and Statistical Mechanics
Staff
A lecture course on the principles of thermodynamics and statistical mechanics. Topics include: fundamentals of thermodynamics, first and second laws, thermodynamic potentials, phase transitions, classical kinetic theory, classical statistical mechanics, and quantum statistical mechanics. Applications of the principles will be made to physical, chemical, and biological systems of special or current interest.
Prerequisite: Permission of instructor.
4 Lect Hrs, 4 Credits

Phys 615
Solid State Physics
Staff
The application of quantum mechanics to the theory of the solid state. Topics include periodic structures, lattice waves, band theory of solids, dynamics of electrons in solids and magnetic resonance. Some applications of the theory to semi-conductor devices are made.
Prerequisite: Permission of instructor.
4 Lect Hrs, 4 Credits

Department of Physics

Phys 616
Mathematical Methods for Physicists
Staff
A course in intermediate mathematics with applications to analytical and quantum mechanics, and electromagnetic theory. Selected topics from vector analysis, tensor algebra, linear algebra and group theory, functions of a complex variable, second-order differential equations, Fourier series and transforms, calculus of variations.
4 Lect Hrs, 4 Credits

Phys 621
Physics of Semiconductor Materials and Devices
Staff
A lecture and laboratory course on the physics of semiconductor materials and semiconductor devices. The understanding of the properties of semiconductor devices is related to the underlying physical principles of quantum mechanics and solid state physics. Topics include electrical, optical, and thermal properties of semiconductor materials; theory of transport, scattering and recombination of free carriers; theory of p-n junctions; Gann diodes, field effect transistors, high speed devices.
Prerequisite: Permission of instructor.
Corequisite or prerequisite: Phys 613.
3 Lect Hrs, 2 Lab Hrs, 4 Credits

Phys 622
Solid State Electronic Devices
Staff
A lecture course on the physical principles and fabrication technology of moderns24solid state electronic devices. Among the devices to be studied are field, junction, and avalanche effect devices, solid state lasers, light-emitting diodes, and radiation detecting devices.
Prerequisite: Phys 621 or permission of instructor.
4 Lect Hrs, 4 Credits

Phys 697
Special Topics in Applied Physics
Staff
The study of a particular topic in applied physics, such as nuclear reactor physics, semiconductor device physics, superconductivity, magnetic resonance.
Prerequisite: Permission of instructor.
4 Lect Hrs, 4 Credits

Department of Political Science

Faculty

Paul Watanabe, Associate Professor and Chairperson; Boyden Professor Barry Bluestone; Professors Thomas Ferguson, George Goodwin, Jr (Emeritus), Roy Hamilton, Winston Langley, Franklin Patterson (Emeritus), Robert J Steamer (Emeritus), Glenn E Tinder, Robert Weiner; Associate Professors Edmund Beard, Roger Feinstein, Keitha Fine, Kathleen Hartford, Sanford R Lieberman, Morris Lounds, Diane Paul, AP Simonds, Jack Spence, Primo Vannicelli, James Ward; Assistant Professors Elizabeth Bussiere, James Greer

The Department

The Department of Political Science offers students a variety of program and course options in the study of political institutions, processes, and problems. In the study of politics, our concern is both practical and evaluative. We endeavor to acquire reliable facts and sound analytic concepts so as to evaluate political phenomena confidently and carefully. We analyze local, national, and international institutions and issues, drawing on current data, historical studies, and theoretical approaches. We attempt to formulate standards for the appraisal of political life and the performance of institutions. Finally, we strive to impress upon students that politics touches on virtually every aspect of a person's existence. Thus, we are not merely concerned with understanding how societies are governed but also with the consequences for human welfare of various structures, processes, and beliefs. We hope thereby to assist in some way in the perennial quest of men and women for a just, compassionate, and responsible political order.

Requirements

The Major

All majors in political science must take PolSci 122, PolSci C123 and eight additional courses in political science of which at least one must be taken in each of the following five areas:

A. Politics of an Industrial Society

PolSci 201	PolSci 354
PolSci 306	PolSci 356
PolSci 307	PolSci 360
PolSci 308	PolSci 361
PolSci 309	PolSci 363
PolSci 349	PolSci 364
PolSci 353	PolSci 365

B. Politics of a Transitional Society

PolSci 202	PolSci 372
PolSci 306	PolSci 375
PolSci 307	PolSci 387
PolSci 308	PolSci 388
PolSci 349	PolSci 391
PolSci 351	PolSci 422
PolSci 353	PolSci 486
PolSci 357	PolSci 487
PolSci 371	

C. International Relations

PolSci 220	PolSci 412
PolSci 306	PolSci 415
PolSci 308	PolSci 420
PolSci 366	PolSci 421
PolSci 402	PolSci 424
PolSci 410	PolSci 430
PolSci 411	PolSci L499 (IR L499)

D. Political Theory

PolSci 224	PolSci 454
PolSci C230	PolSci 455
PolSci C251	PolSci 459
PolSci C252	PolSci 464
PolSci LC270	PolSci 465
(Phil LC270)	PolSci 468
PolSci 312	PolSci 470
PolSci 313	PolSci 472
PolSci 347	

E. US Politics

PolSci 311	PolSci 328
PolSci 312	PolSci 329
PolSci 313	PolSci 330
PolSci 315	PolSci 332
PolSci 318	PolSci 338
PolSci 324	PolSci 340
PolSci 325	PolSci 341
PolSci 327	PolSci 344

(Certain political science courses do not fall into any of the above five categories.)

At least three of the ten courses must be above the 200 level.

A student completing requirements for a second major or for a program or minor in addition to his or her political science major may, with the approval of his or her advisor, apply up to two courses from the completed major, minor or program toward this total of ten.

No more than three courses in internships, independent study, or honors work may be counted toward these requirements.

The Minor

Students minoring in political science must complete a total of six courses:

1. PolSci 122 and PolSci C123

Department of Political Science

2. Four more political science courses, including at least two at the 300 or 400 level.

Honors

Students who have done distinguished academic work in the department may wish to write an honors thesis during their senior year. Those interested in such a project should consult with their advisor prior to the completion of their junior year.

Program in International Relations and Program in Public Policy

In addition to the major and minor in Political Science the Department also administers two interdisciplinary programs: International Relations and Public Policy. While open to all students in the college, these two programs may be of particular interest to Political Science majors. For additional information, please consult the separate entries under "International Relations" and "Public Policy" in this catalog.

Transfer Credit Policy

Transfer students must complete a minimum of four political science courses above the 100 level at UMass/Boston.

PolSci C100
Introduction to Contemporary Politics
Ms Fine, Mr Feinstein
Study of selected political issues along such thematic lines as election analysis, and forms and incentives for political participation or power distribution. Concrete illustrative examples will be used. The course examines various ways social scientists approach these issues.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

PolSci C123
Political Ideas of the Twentieth Century
Staff
Major political viewpoints of the present, including Conservatism, Liberalism, Marxism, and Fascism.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

PolSci C230
Introduction to Political Analysis
Mr Ward
An introduction to political science and the ways in which human nature, politics, and society are studied in the area of social and behavioral sciences. The course material covers three areas: the possibilities and problems of the scientific study of political phenomena; the basic orientations within political science (such as systems theory, behavioralism, structural-functionalism, etc.); and introductory statistics—no math background is required. The course introduces students to the communicative and analytic methods of a scholarly discipline, teaches them to read theoretical and research materials, and helps them to acquire basic quantitative skills.
Prerequisite: Sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

PolSci C251
Ancient and Medieval Political Thought
Mr Ward
The origins and the early development of the main political ideas of the West.
Prerequisite: Sophomore standing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

PolSci C252
Modern Political Thought
Mr Simonds, Mr Ward
The history of Western political ideas from the time of Machiavelli to that of Marx.
Prerequisite: Sophomore standing.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

PolSci LC270 (Phil LC270)
The Darwinian Revolution
Ms Paul
This course introduces the area of historical and cultural studies through an examination of the origin, development, and impact of evolutionary theories. Topics may include the concept of progress; the tradition of natural theology; materialism; evolutionary thought before Darwin; the relation of Darwin to political economy; natural selection and Darwin's *Origin of Species;* evolution and revolution in society; Social Darwinism; science and religion; controversies about eugenics; sociobiology and creationism.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

PolSci 122
Government and Politics of the United States
Staff
The three main branches of the national government, federalism, political parties, interest groups, and governmental functions.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

PolSci 201
Comparative Politics of Industrialized Societies
Ms Fine, Mr Vannicelli, Mr Weiner
Introductory survey of political systems in the industrialized world, including the United States, Europe, and Japan.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

PolSci 202
Comparative Politics: Third World
Ms Hartford, Mr Langley, Mr Spence, Mr Vannicelli
Introductory survey of political systems in non-industrialized nations, drawing on examples from Latin America, Africa, and Asia. Course content focuses on the nature of the development process and the evolution of political institutions and practices.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

PolSci 203
Public Policy
Mr Greer, Mr Ward
The process of policy making and the manner and effects of policy implementation in states and localities.
Prerequisite: Sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Department of Political Science

PolSci 220
International Relations
Mr Langley, Mr Vannicelli, Mr Watanabe, Mr Weiner
Through the examination of past and current international events, this course identifies basic principles and concepts which explain the behavior of nations; and it provides an introduction to the general area of social and behavioral sciences.
Prerequisite: Sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

PolSci 224
The Political Novel
Mr Tinder
This course studies some of the best novels concerning political conditions, ideas, and passions in our time. Franz Kafka, Andre Malraux, Arthur Koestler, George Orwell, and Ignazio Silone are among the novelists whose works are read. Such writers depict the plight of human beings in the twentieth century; their works are broad in scope and philosophical in mood. Consequently they offer a superb opportunity for reflection and discussion concerning human nature, the human situation today, and the political possibilities and responsibilities that these put before us.
Prerequisite: Sophomore standing.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

PolSci 305
Images of World Politics in Film and Literature
Staff
Examination of political symbolism, both as an approach to political analysis and as a source of information on non-American political systems. Films and related readings on visions of past, present, and future politics.
3 Lect Hrs, 3 Credits

PolSci 306
Political Socialization
Mr Lounds
Analysis of the various institutions that act as socializing agents in the political culture. Focus is primarily on the family and the school.
3 Lect Hrs, 3 Credits

PolSci 307
Political Change and Group Identity
Mr Lounds
The course is concerned with the impact of group identity—racial, tribal, religious, ethnic, national—on political systems in the developing and developed countries.
3 Lect Hrs, 3 Credits

PolSci 308
The View from Below
Mr Lounds
This course approaches nagging contemporary political issues from the perspective of those whose opinions are least considered: those who possess, or feel they possess, less power, who are politically estranged, or who are peripheral to the mainstream of politics. From this perspective, the course considers such issues as whether the American political process is democratic and whether the federal government governs well; and such topics as social change in the United States, and the role of the United States in the world. The course considers whether non-participants are apathetic or, rather, quiescent.
Prerequisites: PolSci 122 and C123.
3 Lect Hrs, 3 Credits

PolSci 309
Political Behavior
Staff
Introduction to the study of political behavior, including relationships between characterological elements and political attitudes and actions, processes by which societies teach members to behave politically, and national differences in political socialization.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 311
Political Parties
Mr Ferguson
The American political process, with emphasis on political parties, pressure groups, and public opinion.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 312
Political Economy I
Mr Bluestone
This course is designed to introduce the undergraduate student to competing paradigms in economic thought and public policy. The course begins with a brief overview of the historical, philosophical, and psychological roots of political economy. It continues with an inquiry into conservative, liberal, and radical political economic perspectives. It concludes by applying these three perspectives to policy questions concerning economic development and income distribution.
3 Lect Hrs, 3 Credits

PolSci 313
Topics in Political Economy
Mr Bluestone
This course is a sequel to PolSci 312. Using the theoretical perspectives explored in the first semester this course focuses on several substantive areas of political economy, including education, trends in wages and income, global market competition, and industrial and trade policy.
Prerequisite: PolSci 312 or permission of instructor.
3 Lect Hrs., 3 Credits

PolSci 315
American Political Behavior
Mr Greer, Mr Watanabe
A close examination of the major areas of theory and research on American political behavior: public opinion and political attitudes; political participation; elections and voting; and political socialization. Both social-psychological and structural and institutional factors are stressed.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 318
The Legislative Process
Mr Ferguson
The function of national and state legislatures, and the role played by political parties and interest groups in legislatures.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 324
The American Presidency
Mr Ferguson
The powers, the limitations, and the organization of the Presidency in the American system of government.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 325
Public Administration
Staff
A study of the bureaucratic process, emphasizing organizational behavior, changes in administrative institutions and theories, and the political role of bureaucracy.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Department of Political Science

PolSci 327
Public Management I
Staff
This course explores the dimensions of government organizations as they attempt to attain their politically approved goals while maintaining their own integrity. Political bureaucracies in Massachusetts provide the major source materials for study.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 328
Public Management II
Staff
A continuation of PolSci 327.
Prerequisite: PolSci 327 or permission of instructor.
3 Lect Hrs, 3 Credits

PolSci 329
American Constitutional Law and Theory
Ms Bussiere
The development of the United States Constitution, chiefly through decisions of the Supreme Court. Emphasis on the origin and nature of judicial power, the way it inhibits and facilitates operation of the political process, and the search for standards by which to judge the judges.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 330
Presidential Elections
Mr Watanabe
The course examines systematically the process by which the President of the United States is chosen. Presidential recruitment, campaign financing, delegate selection, electoral procedures, media use and involvement, conventions, strategies and tactics, and other aspects of the presidential election process are covered. Most of these discussions will take place within the context of recent elections.
3 Lect Hrs, 3 Credits

PolSci 332
Civil Liberties in the United States
Ms Bussiere
An analysis of the constitutional rules governing civil liberties in the American system, primarily through decisions of the Supreme Court. Emphasis on four areas: freedom of the press and speech, freedom of religion, rights of persons suspected or accused of a crime, and the development of status of rights of blacks and other minorities.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 338
Massachusetts Politics
Staff
A study of state and local government and politics in Massachusetts, emphasizing its unique features as well as its similarities to other state systems.
3 Lect Hrs, 3 Credits

PolSci 340
Boston: Cooperation and Conflict in the Urban Environment
Mr Feinstein
The course helps students become familiar with the historical backgrounds of Boston's social systems, which leads to investigation and discussion of the city's contemporary political and social problems. The materials for this course consist of scholarly writings, journalists' reports, government documents, judicial opinions, biographies, films, and slide lectures, all focused on Boston and the metropolitan region.
Prerequisite: Junior standing or permission of the instructor.
3 Lect Hrs, 3 Credits

PolSci 341
Metropolitan Politics
Mr Feinstein, Ms Fine, Mr Greer, Mr Spence
Municipal politics, organization, and functions; special attention to the impact of recent social and economic changes on cities; and to suburban and intergovernmental politics in metropolitan regions.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 344
Problems of Urban Politics
Mr Feinstein, Ms Fine, Mr Greer, Mr Spence
Some of the issues raised by urbanization—are cities necessary? and is the relatively democratic structure of the American cities responsible for some of their problems? and has there been a revolution of rising expectations in urban life?—considered in historical and comparative perspectives.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 347
Politics, Social Choice and Public Policy
Mr Ward
Social choice theory is concerned with the ways in which individual values and choices are connected with collective choices. It is an important theoretical focus in contemporary political science which has generated an expanding research literature on such topics as public policy, parties, elections and interest groups. This course presents the central concepts of social choice theory, examines theoretical and empirical applications, and concentrates on the study of public policy. Both the uses and limitations of social choice theory are explored.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 349
Cities and World Development
Ms Fine
This course explores comparatively the development of urban areas within the industrialized and developing worlds in the context of theories of world development. Material is covered in four sections: an historical introduction to the birth of the modern city; urbanization in industrialized countries; urbanization in the developing or "third" world; case studies in the recomposition of cities: New York, London, Paris, Mexico City, Rio, Bombay, Hong Kong.
Prerequisite: Junior status or permission of instructor.
3 Lect Hrs, 3 Credits

PolSci 351
The Politics of National Development
Ms Hartford, Mr Langley
The extent to which elements of the Third World have progressed from statehood to nationhood during the quarter century following the great anticolonial revolution.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Department of Political Science

PolSci 353
European Political Development
Mr Ferguson, Mr Simonds, Mr Weiner
An examination of the effects of revolution, industrialism and social and cultural change on the political institutions of England, France and Germany in the nineteenth century. The modernization of government and administration, electoral reform, and class and party politics, are among the topics considered from the perspective of their contribution to the establishment of democracy.
Prerequisite: Any course in modern European history.
3 Lect Hrs, 3 Credits

PolSci 354
Postwar European Problems
Mr Ferguson, Ms Fine, Mr Vannicelli, Mr Weiner
A comparative review of postwar problems in Europe—postwar recovery, parties and institutions, defense, multinational corporations, and political opposition.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 356
Comparative Public Administration
Ms Fine, Mr Greer
An examination of the relationship of bureaucracy to democratic objectives in the context of advanced industrial society, with case studies drawn from the United States, the Soviet Union, Yugoslavia and Israel.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 357
Food: Politics and Policy
Ms Hartford
The course examines the determinants of food policy and the politics of food. Topics include: the historical evolution of world food systems, farm and food consumption policies in the US and developing countries, and food aid. Special attention will be given to international agricultural development aid, the role of agribusiness corporations, and the magnitude of the hunger problem in the US and in the Third World.
3 Lect Hrs, 3 Credits

PolSci 360
Government and Politics of Britain
Mr Weiner
Political institutions in Great Britain. Comparisons with those in other Western democracies.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 361
Politics of Eastern Europe
Mr Weiner
This course focuses upon such issues in Eastern Europe as political leadership, political legitimacy and stability, the leading role of the Communist Party, the relationship between political culture and change, and Eastern Europe-Soviet relations.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 363
Government and Politics of the Soviet Union
Mr Lieberman
The historical and ideological origins of the Soviet Union, the role of the Communist Party in Soviet society, and interest groups in Soviet society today.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 364
Power and Politics: USA and USSR
Mr Lieberman
An analysis of the political institutions, leadership, and practices of the Soviet Union and the United States. The course will focus on the structure of government, the role of ideology and political culture, the relationship between government and society, and political decision making in the realms of domestic and foreign policy.
3 Lect Hrs, 3 Credits

PolSci 365
The Politics of Communication
Mr Simonds
An examination and critique of the ways in which power is exercised in advanced capitalist societies, concentrating on the instruments of the state, the market, and culture.
3 Lect Hrs, 3 Credits

PolSci 366
Media and International Affairs
Mr Spence, Mr Vannicelli
Study and analysis of the ways in which the news media define, interpret and convey international developments. Both western and non-western news sources are examined.
Prerequisite: PolSci 220.
3 Lect Hrs, 3 Credits

PolSci 371
Latin American Politics
Mr Spence
An analysis of social structure and political behavior of various groups in Latin America, of a variety of forms of political participation at grass roots and national levels, and of the influence of technologically advanced countries on the politics of Latin America.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 372
Central American Politics
Mr Spence
The study of the political and economic antecedents of the political situation in Central America, with emphasis on Nicaragua, Guatemala and El Salvador. Honduras, Belize, Panama, and Costa Rica will not be ignored. The foreign policy of the United States and of other Latin American states toward the region will be covered.
Prerequisite: PolSci 122 or C123.
3 Lect Hrs, 3 Credits

PolSci 375
Third World Development
Mr Spence, Mr Vannicelli
Investigation of theories of interdependence, dependency, and neocolonialism. Special attention to North/South relations, various approaches to development and forms of assistance provided by the industrial countries, resource problems, and other political and developmental issues facing North and South.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 387
Government and Politics of China
Ms Hartford
A study of the Chinese Revolution of the twentieth century and contemporary Chinese government.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 388
Revolution in Southeast Asia
Ms Hartford
Concentrates on the Vietnamese Revolution of the past 20 years, comparing it with political developments in other Southeast Asian countries.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 391
Government and Politics of Africa
Mr Langley
African government and politics with emphasis on stability in African political systems and on the role of tribes, political parties, armies, and government bureaucracies.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

Department of Political Science

PolSci 402
World Politics and World Order
Mr Langley, Mr Vannicelli
The study of recent developments in international law and organization, regionalism, the politics of economic interdependence, and arms control, with emphasis on the United Nations systems and the European communities. Examination of strategies for dealing with international conflict.
Prerequisite: PolSci C220 or permission of instructor.
3 Lect Hrs, 3 Credits

PolSci 410
The Politics of International Economic Relations
Mr Langley
The course studies the relationship between the structure of the international political system and the structure of the international economic system, examines the reciprocal links between domestic political and economic policies of governments and their international behavior, and analyzes the sociopolitical choices which support the development and operation of such transnational institutions as the World Bank, the IMF, multinational corporations, cartels, and trading systems.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 411
International Organizations I
Mr Langley, Mr Weiner
The development of international organizations as a response to the needs of the international community, and as a functional approach to world peace. Emphasis on the United Nations and its specialized agencies.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 412
International Organizations II
Mr Langley, Mr Weiner
Continuation of PolSci 411 emphasizing regional, political, and economic organizations, and the administration of international relations.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 415
Law and International Relations
Mr Langley
An examination of the primary functions of law in international relations, and the way in which law operates in international practice. Major issues covered include the role of law in the control of the use of force by nations, both historically and in relation to the current international scene, and the changes in law relating to private economic activity such as the law of the sea, responsibility for the protection of the environment, and national control of corporations. Course work based on both casebook and text materials.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 420
Imperialism
Mr Vannicelli, Staff
This course is designed to examine the various purposes (economic, political, social, cultural) served by policies of imperialism, in both its overt and ambiguous forms, as an aspect of international relations in the nineteenth and twentieth centuries—that is, the era marked economically by an international process of industrialization. Course material consists of analyses and explanations of the imperialist phenomenon advanced by both theoreticians (Marxist and liberal) and practitioners.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 421
War
Mr Langley, Mr Vannicelli
An advanced course in international relations exploring the problem of war from many points of view, theoretical and practical. These include the history, nature, and causes of war, strategy in the course of war, legal and ethical questions, as well as proposals to avoid war (arms control, disarmament, social revolutions, etc.).
Prerequisite: One international relations course.
3 Lect Hrs, 3 Credits

PolSci 422
Nationalism
Mr Lounds
The politics of liberation viewed through a theoretical and empirical examination of this ideology, and its function as a justification for independence and liberation. Three nationalistic movements (Black Nationalism, Zionism, Palestinian Nationalism) are compared.
3 Lect Hrs, 3 Credits

PolSci 424
American Foreign Policy
Mr Watanabe
Examines United States foreign policy in the post-World War II period. Focuses on both historical and institutional matters. Current issues are also given ample consideration.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 430
Soviet Union Foreign Policy
Mr Lieberman
Topics include continuity an change in Russian and Soviet foreign policy, the role of ideology and national interest, the origin of the Cold War, the Sino-Soviet dispute and Soviet-East European relations.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 444
Cooperative Education Field Experience in Political Science
Staff
Through the cooperative education/internship program political science majors are placed in paid work assignments which give them first hand political or public administrative insight and experience. Students will meet on a regular basis with a sponsor from the department faculty. Please see the Cooperative Education/ Internship Program section of this catalog.
Prerequisite: Junior standing.
Hrs by arrangement, 3 Credits

PolSci 454
Recent and Contemporary Political Thought
Mr Tinder
A study of twentieth century political and social thought with incidental attention to certain influential thinkers of the nineteenth century. The differences among various schools of thought such as the New Left, conservatism, behavioralism, and existentialism are stressed and critically examined.
3 Lect Hrs, 3 Credits

PolSci 455
Problems of Political Theory
Mr Tinder
A non-chronological study of the perennial questions dealt with by political philosophers. Attention is given to identifying basic problems inherent in political existence regardless of whether they were articulated by a political group. This course is concerned primarily with developing the students' capacity to think politically rather than with the history of ideas.
Prerequisite: PolSci C123 or permission of instructor.
3 Lect Hrs, 3 Credits

Department of Political Science

PolSci 459
Karl Marx's Marxism
Mr Simonds
An investigation of the origins of modern critical social theory through extensive readings from Marx's entire body of writings.
3 Lect Hrs, 3 Credits

PolSci 464
New Left Politics and Theory
Ms Fine
During the first half of the course students are exposed to the major currents of Marxist thought in the twentieth century, as represented primarily in the writings of East and West European Marxist Revisionists. This provides the background for the second half of the course, in which students research the political movements known as the New Left in France, Italy, and the United States.
3 Lect Hrs, 3 Credits

PolSci 465
Women and Revolutions
Ms Fine
The course is designed to explore two interrelated problems: 1. The content of traditional Marxist theory on the women's question, and its impact on some now famous Bolshevik women who became revolutionary activists, and 2. The special political and personal choices faced by these women who were oppositionists along several dimensions: politically (by adopting a Marxist framework for their praxis), often against their class of origin, and by dint of their sex.
Prerequisite: Introductory politics or history course.
3 Lect Hrs, 3 Credits

PolSci 468
American Political Thought
Ms Paul
An analytical and historical study of the development of American political thought and institutions from colonial times.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 470
Christianity and Politics
Mr Tinder
Reflections on political problems as seen from various Christian standpoints. Current problems and contemporary Christian thinkers are emphasized. Particular attention is paid to the diversity of insights that Christianity makes available and to the occasions for critical reflection that are thus provided.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 472
Political Philosophy of Hegel
Mr Ward
The course is an inquiry into the presuppositions, intentions, contents, and implications of Hegel's political philosophy. The course is concerned with links between Hegel's political philosophy and his general philosophy, relations between it and its ancient and modern predecessors, and the legacy of Hegelian thought. Close reading of selected Hegelian texts is coupled with attention to Marxist, non-Marxist, and anti-Marxist readings of Hegel.
Prerequisite: Junior standing.
3 Lect Hrs, 3 Credits

PolSci 477
Special Topics in Politics
Staff
Intensive study of topics in politics. Course content varies each semester.
Hrs by arrangement, 1-3 Credits

PolSci 478, 479
Independent Study
Staff
A course of reading and investigation designed to supplement regular departmental offerings. Topics are worked out by instructor and student. Regular papers are required.
Hrs by arrangement, 3 Credits

PolSci 480
Seminars
Staff
Intensive studies in various important fields in politics. Emphasis on independent research.
3 Lect Hrs, 3 Credits

PolSci 484, 485
Special Problems in the Field of Politics
Staff
Seminar in the field of practical politics generally taught by professional politicians. By invitation of department.
3 Lect Hrs, 3 Credits

PolSci 486
Seminar—Africa and World Politics I
Mr Langley
Intensive study of the newly independent states of Africa and their impact on world affairs.
Prerequisite: PolSci 391 or 392 or permission of instructor.
3 Lect Hrs, 3 Credits

PolSci 487
Seminar—Africa and World Politics II
Mr Langley
A continuation of PolSci 486, this seminar will concentrate on regional African groupings, the concept of African unity, the impact of multinational corporations, and the effect of foreign aid and technical assistance.
Prerequisite: Junior standing and permission of instructor.
3 Lect Hrs, 3 Credits

PolSci 488, 489
Field Work in Politics
Staff
Carefully supervised field work, available only to a limited number of qualified students in any one semester. Written prospectus of the project, periodic conferences with a faculty advisor, and appropriate written work required.
Prerequisites: Completion of a relevant course, and permission of department.
3 Lect Hrs, 3 Credits

PolSci 490, 491
Special Issues
Staff
Guided readings in special areas of politics. May be used for honors thesis. By invitation of department.
Hrs by arrangement, 3 Credits

PolSci 492, 493
Directed Readings in Politics
Staff
Reading of four to six books on a special topic and preparation of a 10-15 page critical analysis. Lists of topics and pertinent readings are prepared by individual faculty members. Upon completion of a project, students submit the required paper for departmental evaluation (on a pass-fail basis only). Limited to one project per academic year.
Prerequisite: Junior standing or permission of department.
3 Lect Hrs, 1 Credit

PolSci L499 (IR L499)
Seminar in International Relations
Mr Langley, Mr Vannicelli, Mr Watanabe
A research seminar designed for two categories of students: a) political science majors with an interest and strong background in international relations; and b) students completing the International Relations Program (for whom the seminar will provide the context and guidance to carry out a "Senior Project" aimed at integrating their study of international relations). In either case, students will spend most of their time researching, writing, and presenting a substantial paper.
Prerequisite: Junior standing.
Hrs by arrangement, 3 Credits

PolSci 590
Field Practicum in Politics
Staff
Placement in a government or political agency to help students integrate course work with practical training.
Prerequisite: Permission of department.
Hrs by arrangement, 9 Credits

Program in Professional Writing

Director

Professor John Brereton

The Program

The Professional Writing Program provides a bridge between traditional liberal arts training and the writing many graduates will do in the workplace. The program's purpose is to prepare students for the range of written communication they will undertake upon graduation. The program is more general than a highly focused program in journalism or technical writing; instead, it attempts to supply liberal arts training in writing and an intensive, one- or two-semester internship in a job that requires intensive writing. Internships include work in journalism, television and radio broadcasting, public relations, and advertising.

Requirements

Admission

The program is highly selective; admission is by permission of the program director. Application prerequisites include submission of two writing samples and a record of successful work in freshman and sophomore level writing courses. All students must pass the Writing Proficiency Examination before admission becomes final.

Courses

Students take English Z215 and English 306, both advanced writing courses. They take a 3 to 6 credit internship and follow it by with an Internship Seminar. The internship involves 15 hours of work per week (3 credit) plus an on-campus meeting every other week. The program requires 18 credits of work in courses and internships.

Program Sequence

Engl Z215 Intermediate Composition
Engl 306 Advanced Composition (may be taken two times, with different instructors)
Engl 480 English Internship (3-6 credits)
Engl 477 Internship Seminar (given in alternate semesters; co- or pre-requisite: English Internship)
Elective creative writing courses above the 300 level; Engl 341, 342, 343; ComStu 480, or another elective approved by the director.

Further information about the Professional Writing Program is available from the English Department.

Department of Psychology

Faculty

Joan H Liem, Associate Professor and Chairperson; Professors Augusto Blasi, James F Brennan, Claire Golomb, Bernard M Kramer (Emeritus), Donald Krus, Celia Moore, Barbara Ross, Maxwell Schleifer, Castellano Turner; Associate Professors Jane Adams, Dennis Byrnes, Michael Milburn, Ina Samuels, Steven Schwartz, Carol L Smith, Edward Strickland, Helen Tager-Flusberg; Assistant Professor Deborah Brome

The Department

Psychology is the science that studies behavior and mental processes. It is relatively young compared to other scientific disciplines and in recent years there has been tremendous expansion in many areas of psychological research. The Psychology Department at UMass/Boston exposes students to a variety of methods of studying human beings and other animals. These methods focus on biological structures and mechanisms, psychological processes (feeling, perceiving, thinking, acting), personalities, and social relationships, and changes in these phenomena through development and learning.

Requirements and Recommendations

The Major

A Psychology major may elect either a BA or a BS degree. The BS may be appropriate for those students who wish to do some of their work in the natural sciences. The requirements for a BA in psychology are listed below. For a BS degree, students must complete the same requirements and, *in addition*, Psych Z270, an experimental methods course in psychology, and six approved courses in natural science disciplines outside the Department of Psychology.

The requirements for a major in psychology are as follows:

I. Psych 101; Psych 102 or Psych Z270

II. Two 200 level courses dealing with information processing or psychobiology (Psych 250, Psych 255, Psych 260, Psych 265)

III. Two 200 level courses dealing with abnormal, personality, developmental, or social psychology (Psych 200, Psych 215, Psych 230, Psych 241)

IV. Three 300 to 400 level courses (students who matriculated prior to September, 1985 are required to take only two 300 to 400 level courses.)

V. One elective course from any area at any level.

Majors who intend to apply to graduate departments of psychology are strongly advised to take Psych 480 (Systems of Psychology) or Psych C280 (History of Psychology); and one research practicum, e.g. Psych 475 (Experimental Methods: Learning and Perception), Psych 466 (Experimental Methods: Animal Behavior), Psych 439 (Experimental Methods: Social), Psych 469 (Experimental Methods: Physiological).

The Minor

Students majoring in another discipline in CAS or CM, but with a strong interest in psychology, are encouraged to declare a minor in psychology. The requirements are:

A. Psych 101 and Psych 102 or Z270.

B. Two of the following courses: Psych 200, Psych 215, Psych 230, Psych 241, Psych 250, Psych 255, Psych 260, or Psych 265.

C. Two 300-400 level courses (advanced) (except 488, 489, 496, 497, 498, 499).

Joint Major in Philosophy and Psychology

In addition to a standard double major in philosophy and psychology, the Philosophy and Psychology Departments offer a special directed major. This joint major enables a student to set up an integrated program of study in the two fields according to the following guidelines:

1. A minimum of thirteen courses: six from each department, plus a course in directed independent study (usually taken during the final year). Of these, the following particular courses are required:

   Philosophy
   C100 (Introduction to Philosophy)
   344 (Philosophy of Mind)

   Psychology
   101 (Introduction to Psychology)
   102 (Introduction to Behavioral Research) *or*
   Z270 (Statistics) *and either*
   C280 (History of Psychology) *or*
   480 (Systems of Psychology)

   Phil/Psych
   Phil 487 or Psych 487 (Joint Independent Study)

Department of Psychology

2. In each case of such a major, the student is required to plan out his or her program with a team of two advisors, one from each department. This need not be done before taking any courses in these departments, but should come close to the beginning of the student's stay at UMass/Boston. It should be understood that some courses a student may have taken in either department before setting up such a major may not be included in courses that count towards this major, if both advisors feel they cannot be integrated into the student's course of study.
3. Such integrated courses of study need not require departmental approval in individual cases as long as both advisors concur in their judgment of the viability of the major program, and the major requirements are satisfied.
4. Waiving any major requirements does require approval of both departments. Note: The Joint Major in Psychology and Philosophy is not to be construed as a double major. In a double major a student must fulfill the major requirements of both departments, while in a dual major fewer courses, in another pattern, are required.

Joint Major in Social Psychology

The Psychology and Sociology Departments offer a joint major emphasizing the theories, methods, and applications of social psychology, and the nature of social psychology as a subfield of both departments and a bridge between them. Students who elect this joint major complete a complementary sequence of psychology and sociology courses, and also have access to advising and counseling from both departments.

The course sequence for the joint major in social psychology includes a minimum of 12 courses as follows:

Psych 101 (Introduction to Psychology)
Sociol 101 (Introduction to Sociology)
Psych 230 (Social Psychology) *or* Sociology 281 (Society and the Individual)
Sociol 341 (Sociological Theory)
Sociol 351 (Research Methods)
Psych 102 *or* Psychology Z270 or Sociol 350 (Statistics)

Psychology A: ONE of the following:

Psych 250 (Learning and Memory)
Psych 255 (Perception)
Psych 260 (Physiological Psychology)
Psych 265 (Comparative Psychology)

Psychology B: ONE of the following:

Psych 200 (Personality)
Psych 215 (Psychopathology)
Psych 241 (Infancy and Child Development)

TWO from the Directed List of psychology courses:

Psych 332 (Psychology of Social Issues)
Psych 333 (Group Dynamics)
Psych 334 (Social Perception)
Psych 335 (Social Attitudes and Public Opinion)
Psych 430 (Internship in Psychology)
Psych 439 (Experimental Methods: Social)

TWO from the Directed List of sociology courses:

Sociol 300 (Communication and Opinion)
Sociol 382 (Social Psychology of Sex Roles)
Sociol 384 (Medical Sociology)
Sociol 386 (Sociology of Mental Health and Illness)
Sociol 427 (Minority Role Behavior)
Sociol 475 (Socialization)
Sociol 480b (Sociology of Urban Social Services)

Note: Either Psych 430 *or* Sociol 480b, but not both, may be applied to the joint major.

Students are required to declare the joint major in social psychology no later than the start of their junior year. Waiving or modifying any joint major requirement must be approved by both departments. Joint majors are assigned a faculty advisor from each department, and they are urged to make contact with their advisors as soon as possible.

Honors

The department offers an extensive honors program for students interested in going on to do graduate work in psychology. The honors program is designed to give outstanding students an opportunity to carry out a year-long program of study and research in an area of their interest under the supervision of a faculty advisor. In addition, honors students participate in a seminar which focuses on general issues of philosophy of science, research methods, ethics, etc., as they relate to the particular problems that arise as they carry out their research.

Transfer Credit Policy

Transfer of courses from other universities for credit toward a psychology major must be approved by the Psychology Department. A minimum of five psychology courses at or above the 200 level must be taken at UMass/Boston for the major and a minimum of three for the minor.

Psych C110
Understanding Controversy in the Social and Behavioral Sciences
Staff
This course encourages students to think deeply about two or three controversies in the social and behavioral sciences (e.g., controversies about IQ tests and the nature of insanity). Although instructors may choose different controversies for consideration, all will emphasize understanding the role of competing theoretical frameworks in the controversy and learning how to deal analytically with these competing frameworks.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych C120
Nature of Prejudice
Staff
Examination of psychological and sociocultural factors in intergroup prejudice. Use of the classic work by Gordon Allport as an analytic framework and an incorporation into it of subsequent developments in the social sciences.
Prerequisite: Psych 101 and Psych 230 or Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych C130
Psychology of the Nuclear Age
Mr Milburn
Analyzes human responses to the threat of nuclear war from an interdisciplinary point of view, with primary emphasis on psychology. Presents an historical overview and examines the effects and strategic implications of nuclear weapons. Considers social and scientific approaches: attitudinal, emotional, cognitive, perceptual, developmental, clinical, social psychological; as well as anthropological, sociological and political perspectives.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Department of Psychology

Psych C220
Psychoanalysis and the Study of Man
Staff
Basic psychoanalytic concepts are explored primarily through critical reading and discussion of Freud's major works. These psychoanalytic concepts are applied to the study of human behavior, thought and feeling. The course provides an introduction to the general area of the social and behavioral sciences.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 101
Introductory Psychology
Mr Krus, Ms Samuels, Staff
A general survey of selected content areas in psychology, including personality and human development, physiological psychology, learning, intelligence, heredity and environment, and motivation and emotion.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 101a
Introductory Psychology Module
A one-credit module, to be taken along with Psych 101, which provides students with the opportunity to work with the constructs and methods of psychology as they apply to specific problem areas in psychology. Students in designated sections of Psych 101 are required to sign up for 101a. See each semester's schedule of courses.
1 Lect Hr, 1 credit

Psych 102
Introduction to Behavioral Research
Ms Moore, Mr Strickland
An introduction to the ways of discovering, describing and making warranted assertions about aspects of people and social life. The chief objectives are 1) to help students develop the skills and knowledge necessary to become intelligent critics of research in the behavioral and social sciences, and 2) to give them a rudimentary understanding of the design and evaluation of scientific research. Statistical material is treated in a conceptual manner. Classroom work and course examinations concentrate equally on research design and research evaluation.
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 200
Personality
Staff
Conceptions of human nature are examined in light of various theories of personality. This course focuses on the theories of Freud, Adler, Sullivan, Erikson, Kelly, Ego psychologists, and other theorists presenting the behavioristic and humanistic perspectives. Among the topics to be addressed are personality structure and its development; stress and coping; neurotic styles; and human motives and their measurement.
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 215
Psychopathology
Mr Schleifer
Etiology, dynamics and treatment of psychopathology.
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 230
Social Psychology
Mr Milburn
A scientific attempt to understand and explain how the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others; focuses on the drama of social interaction.
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 235
Psychology and the Afro-American Experience
Mr Strickland
This course is an examination of theory and research, primarily by psychologists, that bears on the Afro-American experience. The course focuses on the psychological literature, but also draws upon other social science disciplines, case studies, and relevant works of fiction. Major topics of the course are the black family and child development, black identity and personality, black activism, and the dynamics of individual and institutional racism.
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 236
The Psychology of Women
Ms Liem
Psychological theories about women from Freud to the present are examined with emphasis placed on biological and sociocultural perspectives as they have influenced the development of a psychology of women. Special attention is paid to the developmental process and the unique issues and concerns of the female infant, child, adolescent, young adult, and older woman.
Prerequisite: Psych 101.
Recommended: Psych 230, 241.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 237
Community Health Care
Staff
An examination of psychosocial characteristics and determinants of community health and medical care.
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 241
Infancy and Childhood Development
Ms Golomb, Ms Tager-Flusberg, Mr Blasi
This course explores human development from infancy to middle childhood, i.e., from childbirth to ages seven or eight. Major emphasis will be placed on early perceptual, cognitive, social and affective development bearing the following questions in mind: How does the world of space and objects appear to the infant? How does he or she acquire knowledge and discover reality? How does the child experience the world of people and develop a sense of self? How does the child develop attachments to others and what role is played by the significant people in his or her life?
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 242
Adolescence
Mr Blasi, Ms Brome, Staff
This course is designed to acquaint students with psychological characteristics of adolescent development, theoretical approaches to adolescence, and experimental studies of the causes of a variety of behaviors during adolescence. The course will also focus upon major problems and characteristics of adolescents in modern society.
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Department of Psychology

Psych 243
Psychology of Adult Development and Human Aging
Staff
A developmental approach to human integrity and functioning in the second half of the lifespan. Stereotyped ideas about the aging process are critically reviewed. Newer approaches to facilitating psychological well-being in the latter years of life are given special attention.
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 250
Learning and Memory
Mr Brennan, Mr Byrnes, Mr Strickland
An introduction to current views of behavioral change, learning, and remembering. The course focuses on concepts, theoretical issues and applications of current research.
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 255
Perception
Mr Byrnes, Mr Krus, Mr Strickland
The traditional problems of perception, with focus on the changing theoretical perspectives within which these problems are viewed. Evolution in theory from early elementalistic approaches to the more current concern with perception-personality relationships.
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 260
Physiological Psychology
Ms Samuels
An examination, in depth, of selected topics in physiological psychology, including the evolution of the vertebrate nervous system, communication in the central nervous system, emotion, reward and punishment, and physiological methodology.
Prerequisite: Psych 101 or Biol 111.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 263
Psychology of Substance Abuse
Staff
An examination of psychological, psychosocial, and psychobiological factors in substance abuse. Topics to be considered include the psychological, social-psychological, and behavioral effects of specific drugs and substances of abuse; the short and long-term adverse effects of these substances; the psychological and psychopharmacological variables influencing such effects; the indications for, and the legal uses of these substances; and therapeutic interventions.
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych 265
Comparative Psychology
Ms Moore
Evolution of behavior, similarities, and differences in environmental adjustment and in behavioral organization among various types of living organisms from plants to unicellular organisms to the primates, including man.
Prerequisite: Psych 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych Z270
Statistics
Mr Brennan, Mr Milburn
The applied study of the scientific method in the behavioral sciences. Fundamental statistical concepts and techniques are surveyed and used, with primary emphasis on the logic underlying the use of descriptive and inferential tools in scientific inquiry. Topics include parametric and non-parametric statistics, e.g., correlation and analysis of variance.
Prerequisites: Psych 101 and high school algebra or Math 124.
3 Lect Hrs, 3 Credits

Psych 280
History of Psychology
Ms Ross
An examination of various views of human beings over time, and the treatment of basic philosophical and psychological questions. The objective of the course is to give students a sense of changing emphasis on broad issues involving such areas as sociocultural considerations, intellectual and technological advances, etc.
Prerequisite: Sophomore standing.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Psych Z290
Special Topics in Psychology
Staff
This course is conducted by various members of the faculty with special attention to their fields of scholarly interests. Topics vary by semester.
Prerequisite: Psych 101.
3 Lect Hrs, 3 Credits

Psych 300
Psychological Testing
Ms Brome, Mr Schleifer
An examination of the assessment process and the methods (tests, interviews observations) used in it. Emphasis on the standards of validity for tests and procedures and on proper test use. Introduction to some major psychological tests.
Prerequisites: Psych 101 and 102 or Z270.
3 Lect Hrs, 3 Credits

Psych 302
Human Motives and Emotions
Staff
An examination of major issues in the area of human motives and emotions. Theoretical analyses from the early theories of James, Dewey, Freud and Watson to contemporary studies employing the evolutionary behaviorist and cognitive perspectives. Topics include the relationship among motives, emotions and personality, and the rationality of the emotions.
Prerequisites: Psych 101 and 200.
3 Lect Hrs, 3 Credits

Psych 320
Introduction to Clinical Psychology
Mr Schleifer
An introduction to the field of clinical psychology. The course examines more traditional, as well as contemporary, interests from a conceptual and historical perspective.
Prerequisites: Psych 101, 200, and 215.
3 Lect Hrs, 3 Credits

Psych 332
Psychology of Social Issues
Staff
Guest lecturers discuss new development interior to psychology as a science or exterior as problems for psychological analysis.
Prerequisites: Psych 101 and junior standing.
3 Lect Hrs, 3 Credits

Department of Psychology

Psych 333
Group Dynamics
Ms Liem
An examination of small group behavior from a theoretical and empirical perspective. The group is viewed as a system functioning in a number of environments—physical, personal, social, and task. Each of these interrelated environments influences various aspects of group process. Thus leadership, power, conformity, status, goals, etc., are considered as interrelated processes of social interaction.
Prerequisites: Psych 101 and 230.
3 Lect Hrs, 3 Credits

Psych 334
Social Perception
Staff
Research in social perception seeks to discover how one attends to, thinks about, and understands others and oneself. Social perception entails observing behavior and forming impressions of character, ability, mood, and intentions. This course examines these processes, primarily through consideration of advanced texts and original research reports.
Prerequisites: Psych 101, 230, and either 102 or Z270.
3 Lect Hrs, 3 Credits

Psych 335
Social Attitudes and Public Opinion
Mr Milburn
This course examines the nature of attitudes, beliefs, and values, and the influences which individuals' attitudes have upon their behavior. Various theories of attitude organization and attitude change are discussed, and the development of social attitudes is explored by examining the differential impact of the family, the educational system, the mass media, and the general social environment. The changing content of public opinion over time and its relationship to the political system are also discussed.
Prerequisites: Psych 101, Psych 230, Z270 or 102.
3 Lect Hrs, 3 Credits

Psych 338
Community Psychology
Ms Liem, Mr Schleifer
Contributions of psychology to the understanding of human communities. Community mental health, ecological, and social structural approaches to community psychology are examined.
Prerequisite: Psych 101 and 215, or Psych 230.
3 Lect Hrs, 3 Credits

Psych 340
Representational Development
Ms Golomb
Primarily concerned with symbol formation in child art and child play, and organized in the form of a seminar consisting of lectures, discussions and student presentations. The main area of study will be child art, pretense play and fantasy, and imitative actions and copying, with some exploration of the role of fairy tales in early childhood.
Prerequisites: Psych 101 and 241.
3 Lect Hrs, 3 Credits

Psych 341
The Family and the Child—A Psychological View
Ms Liem, Mr Schleifer
The role of the family in the psychological development of the child. A psychodynamic view of the family, examining stages of development from the third trimester of pregnancy to sixteen years of age.
Prerequisites: Psych 101, 241, or 242, or 215.
3 Lect Hrs, 3 Credits

Psych 344
Personality Development
Mr Blasi
This course examines basic issues in the development of personality, which is distinguished from cognitive and intellectual development. Each topic covers a central developmental issue characterizing a specific age and having critical implications for overall development. Topics include temperament and personality development, separation and autonomy, competence and achievement, the development of the self and self-concept, and adult development. Emphasis is on primary source material used in research reports.
Prerequisites: Psych 101, 200, and 241 or 242; or by permission of the instructor.
3 Lect Hrs, 3 Credits

Psych 345
Moral Development
Mr Blasi
This course examines different research areas and different theoretical views concerning the development of moral attitudes and behavior. The first and most central area of study concerns moral understanding and the development of judgments about morality. Other important issues discussed are the development of moral feelings, especially empathy and guilt; the connections between judgments, feelings, and action, including the development of self control; and social and family antecedents of moral development.
Prerequisites: Psych 101 and 241 or 242.
3 Lect Hrs, 3 Credits

Psych 346
Language Development
Ms Tager-Flusberg
This course focuses on various theoretical approaches to the development of language. Pragmatic, semantic, and syntactic aspects of language acquisition are studied in depth. The role of language-specific, cognitive, and social factors in the process of acquisition are considered, with reference to both normal and disordered populations.
Prerequisites: Psych 101, and 241 or 356, or permission of instructor.
3 Lect Hrs, 3 Credits

Psych 347
Cognitive Development
Ms Smith
This course explores the general question of how thinking develops. Particular emphasis is placed on understanding the development of thinking in childhood and on identifying those aspects of children's approaches to conceptualizing, theorizing, and remembering which are changing during this time. Some attention will also be given to understanding possible mechanisms of cognitive change.
Prerequisites: Psych 101, and 241 or 242 or 250.
3 Lect Hrs, 3 Credits

Psych 350
Cognitive Psychology
Mr Byrnes, Mr Schwartz
An exploration of how human beings develop strategies for obtaining information from their environment, and how this information is organized, stored, and retrieved for later use.
Prerequisites: Psych 101, and 250 or 255.
3 Lect Hrs, 3 Credits

Psych 356
Psychology of Language and Thought
Ms Smith, Ms Tager-Flusberg
Behavioral and physiological approaches to the processes underlying language and thought, and to the relationships between them.
Prerequisites: Psych 101, and 250 or 255.
3 Lect Hrs, 3 Credits

Department of Psychology

Psych 357
The Psychology of the Visual Arts
Mr Strickland
The psychology of the visual arts takes as its subject the stimulus for the aesthetic response. It deals with the perceptual, cognitive, and motivational states of the viewer and the creative drives and mechanisms of thought of the producers of art. It deals with the personality characteristics which differentiate the very creative from the less creative individual.
Prerequisite: Psych 255.
3 Lect Hrs, 3 Credits

Psych 360
Neuropsychology of Higher Cognitive Processes
Staff
The neural basis of higher cognitive functions, such as perception, language, and memory, including a consideration of human brain damage and psychological tests used to assess such damage.
Prerequisites: Psych 101 and 260.
3 Lect Hrs, 3 Credits

Psych 361
Brain and Behavior
Ms Samuels
An in-depth consideration of the neural mechanisms mediating reinforcement (reward and punishment), motivation (hunger and sex), attention, and learning.
Prerequisites: Psych 101 and 260.
3 Lect Hrs, 3 Credits

Psych 362
Psychopharmacology
Mr Krus
A survey of the background and history of psychoactive drugs, their current uses as research and therapeutic tools, and the difficulties in appraising their effects. Particular attention is given to the effects of drugs on the development of new fields of inquiry such as neuropsychopharmacology and influences on older fields such as biological psychiatry, etc.
Prerequisites: Psych 101 and 260, or equivalent.
3 Lect Hrs, 3 Credits

Psych 377
Issues and Controversies in Psychological Testing
Ms Brome
This course provides students with an in-depth examination of some current issues in the field of psychological testing. Areas of exploration include the ethics of testing, who should test and under what circumstances, personnel selection, testing minority populations, legal aspects of testing, testing and computers.
Prerequisites: Psych 101, Z270, and 300.
3 Lect Hrs, 3 Credits

Psych 378
Introduction to Applied Personality Measurement
Ms Brome
This course is designed to provide students with experience in the assessments24of normal and psychopathological aspects of personality, covering a wide variety of research and applied instruments. Students will administer tests to each other, and contribute results to a data bank that will be available for use in the course. Research on existing instruments and on the development of new instruments will be presented.
Prerequisites: Psych 101, 200 or 215.
3 Lect Hrs/2 Lab Hrs, 3 Credits

Psych 379
Cognitive Assessment
Ms Brome
The course considers the diagnostic, therapeutic, and research implications of tests most commonly used for the measurement of intellectual abilities, verbal and perceptual functions, and manual dexterity. It examines the rationale for inferring deficits of function and looks at problems of differential diagnosis. Issues of evaluation and interpretation are placed in the context of current research and theory in cognitive psychology.
Prerequisites: Psych 101, Z270, 350 or 360, and 300.
3 Lect Hrs/2 Lab Hrs, 3 Credits

Psych 400
Experimental Methods: Psychological Testing
Ms Brome
This course provides an in-depth examination of test construction, focusing on the integration of theory with practice. The course offers students experience in developing and validating tests of general ability, achievement tests, and personality tests.
Prerequisites: Psych 101, 207, and 300.
3 Lect Hrs, 3 Credits

Psych 415
Normality and Psychopathology in Childhood
Mr Schleifer, Ms Tager-Flusberg
An advanced course in developmental psychology and psychopathology. Deals mainly with early childhood and emphasizes Anna Freud's views as they evolved from experience in the psychoanalysis of children. Specific topics include temporary regression in childhood, the transitional object, consciousness in childhood, the influences of physical illness and hospitalization on mental development, object loss, the diagnostic profile, and the concept of the representational world.
Prerequisites: Psych 101, 200, or 215 or C220 and 241.
3 Lect Hrs, 3 Credits

Psych 420
Principles of Psychotherapy
Staff
Psychotherapy is defined and a number of existing systems of psychotherapy are studied and compared through close reading of cases reported in the literature by the originators of each system.
Prerequisites: Psych 101, 200, and 215.
3 Lect Hrs, 3 Credits

Psych 425
Freud's Case Histories
Staff
Wolfman, Schreber, Little Hans. Special attention to the problems of the case history as scientific evidence.
Prerequisites: Psych 101, 200, and 215 or C220.
3 Lect Hrs, 3 Credits

Psych 430
Internship in Psychology
Ms Brome, Ms Golomb, Ms Liem
An internship course to give students the opportunity of combining human service or research in an area of psychology with a weekly seminar where they can reflect on their field experiences. As part of the seminar, students will be expected to attend its weekly meetings and to complete readings and a written term project relevant to their field experience as worked out in consultation with the faculty coordinator.
Prerequisites: Psych 101; Psych 102 or Z270; three additional psychology courses, including one upper level course; and permission of the instructor.
4 Lect Hrs, 6 Credits

Department of Psychology

Psych 439
Experimental Methods: Social
Mr Milburn
The general purpose of the course is to introduce the students to experimental research methods in social psychology. Class activities include examination of the relevant literature, participation in pre-designed studies, and the formulation, carrying out, and analysis of an original research project. The student has an opportunity to become familiar with the use of laboratory equipment such as audio and video recorders.
Prerequisites: Psych 101, Z270, and 230.
1 Lect Hr, 4 Lab Hrs, 3 Credits

Psych 442
Field Course in Early Child Development
Ms Golomb
This course is designed as a field laboratory course and fulfills two distinct functions: (a) It exposes the student to children in a naturalistic setting (nursery school or day-care) and trains him or her in the role of teaching assistant or early childhood caretaker; (b) it trains the student in research methods and techniques of data collection relevant to issues in child development. This involves the study of selected problems, search of the literature, formulation of hypotheses, design of observational and experimental studies, data collection and analysis, and the writing of research reports.
Prerequisites: Psych 102 or Z270, and 241, and permission of instructor.
7 Hrs, 4 Credits

Psych 444
Cooperative Education for Psychology Majors
Staff
Psychology majors may be placed in paid work situations either directly related to the field of psychology or where psychological concepts, theories, and/or methods can be explored. In conjunction with the work experiences, students will undertake a learning project under the direction of a faculty member, similar in nature to a project in a directed study course.
Prerequisites: Psych 101, 102 and three other psychology courses; psychology GPA of at least 2.5, and permission of instructor.
3 Lect Hrs, 3 Credits

Psych 445
Advanced Seminar in Developmental Psychology
Mr Schleifer
The role of parents in promoting the growth of children with intellectual, physical, emotional, and perceptual disabilities. A review of theory and research with an examination of implications for rehabilitation.
Prerequisites: Psych 101, 241, and 242.
3 Lect Hrs, 3 Credits

Psych 465
Psychobiology of Development
Ms Moore
Problems in behavioral development are explored from an evolutionary perspective. A major emphasis of the course is on the formulation of general principles of development applicable to a wide variety of species. A second emphasis is on interpreting the relation of the animal literature to an understanding of human development. Specific topics are drawn from naturalistic studies of animal and human development and from studies exploring the relation between biology and behavioral development.
Prerequisites: Psych 101, 241, and 260 or 265 or permission of instructor.
3 Lect Hrs, 3 Credits

Psych 466
Experimental Methods: Animal Behavior
Ms Moore
The lab introduces practical aspects of the study of species-typical behavior. Observational and experimental techniques are used with a variety of behavior patterns in a variety of species.
Prerequisites: Psych 101; 102 or Z270.
Prerequisite or Corequisite: Psych 265.
1 Lect Hr, 4 Lab Hrs, 3 Credits

Psych 469
Experimental Methods: Physiological
Mr Brennan
Lab research on selected topics in physiological psychology, including hormonal influences, brain-behavior relationships, and mechanisms of reward and punishment. Emphasis is on the acquisition of research skills through the use of surgical, histological and statistical techniques in investigations mainly derived from computer-simulated data bases.
Prerequisites: Psych 102 or Z270, and 260 or Biol 211 or 213.
1 Lect Hr, 4 Lab Hrs, 3 Credits

Psych 475
Experimental Methods: Learning and Perception
Mr Byrnes, Mr Strickland
The course is focused on the use of laboratory methods and research design in the traditional areas of experimental psychology (e.g., perception, learning, problem solving). Students design experiments, collect and analyze data and report their findings. The objectives of the course are to help students develop knowledge of the logic and techniques of experimentation, along with the skills required to use this knowledge.
Prerequisites: Psych 101, and 102 or Z270.
1 Lect Hr, 4 Lab Hrs, 3 Credits

Psych 480
Systems of Psychology
Ms Ross
A study of major trends in contemporary psychology, with particular emphasis on behavioristic and phenomenological viewpoints. An examination of the leading movements is based on historical evaluation of the classical systems and major concepts.
Prerequisite: This course is for senior psychology majors.
3 Lect Hrs, 3 Credits

Psych 485
Humanistic Psychology
Ms Golomb
An examination of the historical roots of contemporary writings in existential and humanistic psychology. Studies on human health, growth, neurosis, and self-actualization are emphasized.
Prerequisites: Psych 101, two of the following: 241, 200 or 230, or permission of instructor.
3 Lect Hrs, 3 Credits

Psych 487
Independent Study in Philosophy and Psychology
Staff
Independent study for students in the Joint Major in Philosophy and Psychology, directed by at least one member of the Philosophy or Psychology Departments.
3 Lect Hrs, 3 Credits

Department of Psychology

Psych 488, 489
Directed Study in Psychology
Staff
Independent work on special problems or in certain fields of psychological interest. Students must make arrangements with individual instructors and have projects approved by the department.
Prerequisites: Psych 101 and at least 2 intermediate-level psychology courses.
Hrs by arrangement, 1-4 Credits

Psych 490
Special Topics in Psychology
Staff
Conducted by various members of the faculty with special attention in their fields of scholarly interest. Topics vary by semester.
Prerequisite: Psych 101; other prerequisites vary.
3 Lect Hrs, 3 Credits

Psych 495
Advanced Seminar in Psychology
Staff
Seminar topics vary by semester.
Prerequisites: Senior standing and permission of instructor.
3 Lect Hrs, 3 Credits

Psych 496, 497
Honors Research
Staff
Independent study; the research, writing and defense of thesis.
Prerequisite: Permission of Psychology Honors Committee.
Hrs by arrangement, 3 Credits

Psych 498
Senior Honors Seminar I
Staff
An intensive program of directed research combined with weekly discussion.
Prerequisite: Permission of Psychology Honors Committee.
3 Lect Hrs, 3 Credits

Psych 499
Senior Honors Seminar II
Staff
An intensive program of directed research combined with weekly discussion.
Prerequisite: Psych 498.
3 Lect Hrs, 3 Credits

Graduate Courses

Psych 650
Advanced Cognitive Psychology
Mr Byrnes, Mr Schwartz, Ms Smith
An examination of various higher mental processes and their application from an information processing framework.
Prerequisite: Graduate status or permission of instructor.
3 Lect Hrs, 3 Credits

Psych 670
Advanced Statistical Methods
Mr Milburn
This course is designed to instruct students in advanced statistical topics and to give training in the use of the corresponding computer methods. Emphasis is placed on the statistical methods which are of most general interest and importance to social scientists; multiple regression analysis and variance. Data and examples from a variety of disciplines will be presented.
3 Lect Hrs, 3 Crdits

Program in Public Policy

Director

Associate Professor James L Greer

The Program

The Program in Public Policy is an interdisciplinary program primarily for but not limited to matriculated undergraduate students. The aim of the program is to provide effective public policy training for individuals prospectively involved in the public, not-for-profit, or private sectors. The underlying motivation for this program is the belief that the University and the College can and should play an integral role in improving the quality of public policy making in cities and towns, in the state, and in the nation, and that such an improvement will enhance the quality of life for all citizens. The program provides students with both an understanding of the fundamental elements involved in the public policy process and with the analytical skills—qualitative and quantitative—necessary to make an informed evaluation of stages in the process and of the policies emerging from that process. The program provides students with a disciplined approach to public policy and the policy making process within a framework designed and administered by faculty experts.

Requirements

The requirements of the Program in Public Policy provide structure while allowing for flexibility. Some courses are taken by all the students in the program, but others are selected by students in order to meet their own individual needs and interests. A particular student's choices may sample many broad areas within the field, or may explore a specific area in greater depth.

Program in Public Policy

Required Courses

All students are required to take Political Science 203 (Foundations of Public Policy) which provides the essential descriptive and analytical elements of public policy. The program contains a statistics requirement which can be met by successful completion of any one of the following courses: Economics 205 (Statistical Methods), Psychology Z270 (Statistics), or Sociology 350 (Elements of Social Statistics). Students are also required to complete either Economics 101 (Introduction to Microeconomics) or Economics 102 (Introduction to Macroeconomics). The choice will usually depend upon whether the student prefers an emphasis on microeconomics or macroeconomics.

Area Courses

Students must also fulfill area requirements by completing five courses from the list which follows. These courses must be drawn from a minimum of three of the following five areas:

1. Ethics and Public Policy,
2. Urban and Regional Policy,
3. Developmental Policy,
4. Social Welfare Policy, and
5. Public Administration and Management.

One of the areas must be Ethics and Public Policy. In fulfilling the eight-course requirement, students will be expected to avoid concentrating too heavily on offerings from any one department: a maximum of four is allowed. Of the five courses, a minimum of two must be at or beyond the 300 level.

Area I: Ethics and Public Policy

Phil 215 (Philosophical Foundations of Public Policy)
Phil C108 (Moral and Social Problems)
Phil 221 (Business and Management Ethics)
Phil 222 (Moral Issues and Medicine)
Phil 307 (Technology and Values)
*Anth 258 (Anthropology and Social Issues)
LawJus 210 (Prisons and Punishment)
PolSci 347 (Politics, Social Choice, and Public Policy)

Area II Urban and Regional Policy

*Anth 254 (Urban Anthropology)
BlkSty 320 (Problems in Urban Education)
BlkSty 410 (Black Urban Politics)
Econ 215 (Political Economy of New England)
Econ 318 (Economics of State and Local Government)
*Econ 349 (Economic Approaches to Environmental Problems)
GES 221 (Urban Physical Environment)
GES 275 (Urban Land Use)
GES 375 (Urban Planning)
PolSci 340 (Boston: Cooperation and Conflict in the Urban Environment)
PolSci 341 (Metropolitan Politics)
PolSci 344 (Problems of Urban Politics)

Area III Developmental Policy

Anth 451 (Development Anthropology)
BlkSty 420 (Race, Class and Political Modernization)
Econ 335 (The Multinational Corporation)
Econ 336 (Economic Development)
Econ 345 (Energy)
*Econ 349 (Economic Approaches to Environmental Problems)
*GES 324 (Coastal Zone Management)
*GES 340 (Planning and Land Use Law)
PolSci 309 (Political Behavior)
PolSci 375 (Third World Development)
PolSci 351 (The Politics of National Development)

Area IV: Social Welfare Policy

*Anth 258 (Anthropology and Social Issues)
*Anth 254 (Urban Anthropology)
Anth L301 (AmSt L301) (Childhood in America)
Anth 480 (Ethnicity and Medical Care)
Anth 670 (Industrial Anthropology and Sociology)
BlkSty 104 (Drug Abuse and the Black Community)
Econ 250 (Economics of Aging and Retirement)
Econ 280 (Economics of Health Care)
Econ 350 (Social Security)
Sociol C160 (Social Problems)
Sociol 233 (Sociology of Unemployment)
Sociol 250 (Social Policy)
ApSoc (Applied Sociology) 641 (Social Policy I)
ApSoc (Applied Sociology) 642 (Social Policy II)
WoSt 260 (Women's Health Care)
WoSt 330 (Women and Public Policy)

Area V: Public Administration and Management

Anth 615 (Public Archaeology)
Econ 317 (Public Finance)
*GES 324 (Coastal Zone Management)
*GES 340 (Planning and Land Use Law)
PolSci 303 (Public Policy)
PolSci 325 (Public Administration)
PolSci 327 (Public Management I)
PolSci 328 (Public Management II)
PolSci 356 (Comparative Public Administration)

*Courses listed in more than one area.

Transfer Credit Policy

Students should consult the program director to request credit for appropriate courses taken at other institutions.

Other Activities

The program will sponsor a variety of guest lecturers and colloquia on various aspects of public policy studies and policy areas.

Study of Religion Program

Director

Richard A Horsley, Professor

The Program

The Program in the Study of Religion offers a set of courses which concentrate on the religious dimension of human experience. The nucleus of the program consists of a group of courses directly in the study of religion which focus on the fundamental problems and themes of religious experience. This is supplemented by a variety of departmental course offerings which examine religious aspects of literature, history, or institutions, as treated by the social sciences and the humanities. This program seeks to explore critically the cultural heritage of religious experience in a fashion which enables students to expand their views of human culture and to find the place of their own history and experience within the framework of a liberal and humanistic education.

Requirements and Recommendations

The Program in the Study of Religion is designed for students who wish to pursue the study of religion in a systematic way. Students will be assisted and advised by the Committee on the Study of Religion which supervises the program. A student's program of study must be coherent, balanced, and varied. It must provide for a clearly-defined focus and for study of a wide range of religious phenomena. Successful completion of the program is formally acknowledged on students' official records.

To fulfill the program requirements, a student must complete six or more courses, at least three of which must be selected from courses offered directly in the program with the remainder chosen either from the program's courses or from the approved list of related courses. (See below)

Related Courses

In addition to the specific courses in the study of religion listed below, the following courses are closely related to the study of religion:

Approaches to Religion through Particular Disciplines
Anth 267 (Anthropology of Religion)
Anth 367 (Social and Cultural Perspectives on Witchcraft and Sorcery)
Phil 225 (Philosophy of Religion)
Sociol 333 (Sociology of Religion)

Major Religious-Cultural Traditions
Clsics 385 (Greek and Roman Religion)
Hist 337 (Jewish History: Ancient)
Hist 338 (Jewish History, From Messianism to Modern Statehood)
Hist 350 (Middle East I: 570 to 1258)
PolSci 470 (Christianity and Politics)

Religion and Literature
Clsics C271 (Paganism and Christianity)
Engl 335 (Visionary and Prophetic Modes in Literature)
Engl 385 (Milton)
Engl 388 (Blake)
French C275 (Freedom, Evil and Guilt: Religious Dimensions in Modern French Literature)
Hum 255 (Pacting with the Devil: The Faust Tradition)
Hum C271 (The Literature of the Holocaust)
Ital 270 (Dante's Divine Comedy)

Transfer Credit Policy

Students seeking to transfer credit for courses taken at other institutions should confer with the director of the program.

RelStd C104
Socrates, Jesus, Buddha
Staff
A study of three great paradigmatic figures and the different ways of life and views of reality which they represented. Attention to the social-cultural contexts in which they emerged; critical evaluation of Socrates and Jesus as sources of Western values; and exploration of why the Buddha has recently become an attractive alternative.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RelStd C122
Varieties of Religious Experience
Staff
A comparative study of religion, concentrating on representative mythic, mystical, prophetic, or messianic figures and movements from various religious traditions, and using psychological, sociological, and theological-philosophical approaches. Coverage of such different types of figures and movements as a Native American or an African religious movement; Gandhi or a representative Buddhist movement; Moses and the Exodus of ancient Israel; Jesus and early Christianity; and the bearing of religious traditions on some contemporary religious issues. The course is restricted to freshmen and sophomores.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RelStd C241
Myth, History, and Prophecy: Old Testament
Mr Horsley
Interpretation of the religion and literature of ancient Israel in comparison with the mythic religious forms of the ancient Near East, with some attention to subsequent biblical interpretation, literature, and philosophy. Central themes include myth and history, covenant, charismatic leadership, imperial religion, prophetic protest, and apocalyptic visions.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

RelStd C264
Contemporary Religious Thought
Staff
Consideration of major currents in contemporary religious thought from existentialist theology and mystical contemplation to more socially oriented reflection and religious philosophies of non-violence and revolution. Readings from Buber, Tillich, Weil, Teilhard, Merton, Niebuhr, Gandhi, Fackenheim, Berrigan, Cox and Daly.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RelStd C273
Problems in Religion and Ethics
Staff
Consideration of certain religious-ethical perspectives on a few key social issues such as medical ethics, racial and sexual oppression, poverty, and violence. Concentration on three or four different positions such as those of Cox, Daly, Heschel, King, Niebuhr, Vatican II, and Third-World Catholic figures.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RelStd 109
Introduction to Religion: Symbol, Myth, Ritual
Staff
An introductory and survey course in religion which takes a comparative and interdisciplinary approach. Beginning with primitive and archaic religion (including myth and ritual), it concentrates on two or three of the world-historical religions (*e.g.*, Buddhism, Judaism, Christianity —including mysticism and millenarianism) and on contemporary religious phenomena.
Distribution Area: Philosophical and Humanistic Studies.
3 Credits

Study of Religion Program

RelStd 232
Religions of the East
Staff
A study of religious expression in China and Japan with special emphasis on Confucianism, Taoism, Buddhism and Shinto.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RelStd 241
Old Testament, The Religion of Israel, and the Ancient Near East
Mr Horsley
Interpretation of the religion and literature of ancient Israel in comparison with the mythic religious forms of the ancient Near East with some attention to subsequent biblical interpretation, literature and philosophy. Central themes include myth and history, covenant, charismatic leadership, imperial religion, prophetic protest, and apocalyptic visions.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RelStd 242
New Testament, Judaism, and Hellenistic Religion
Mr Horsley
A study of the religion and the literature of early Christianity in comparison with other, contemporary, Jewish movements—Pharisees, Essenes, etc.—and with Hellenistic philosophy and mystery religions. Concentration on the career and teachings of Jesus of Nazareth, the interpretation of his significance, and the development and diversity of the Christian movement. Some attention to modern literary, musical, and cinematic interpretations.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RelStd 245
History of Christianity
Staff
A comparative survey of the evolution of Christianity in its diverse forms, examining the development of institutional forms, theological doctrine, ritual, and the church's relation to the world, and covering such topics as martyrdom, monasticism, mysticism, the Protestant Reformation, the modern missionary enterprise, and the contemporary emergence of liberation movements.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RelStd 250
Varieties of Mysticism
Staff
A critical and comparative study of specific mystics and mystical movements from the Hindu, Muslim, Jewish, and Christian religious traditions.
Prerequisite: One religious studies course or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RelStd 255
Religions of the Oppressed
Mr Horsley
An examination of the religious life and expressions of subject people, including the relations these have to the programs and ideologies of the oppressors. Concentration on four or five historical and contemporary movements: for example, ancient Jewish apocalyptic movements, including that of Jesus of Nazareth, medieval European millenarian groups, the Ghost Dance among the American Indians, certain African liberation movements, black religion in America and the women's liberation movement.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

RelStd L437 (Hist L437)
The Jewish Mind to 1600
Mr Segal
Foundations of Jewish thought and institutions from the age of the Talmud to the early modern period. Characteristic features of Talmudic law and lore, medieval Jewish philosophy, mysticism, and humanism are examined, with attention both to historical context and to Biblical background.
Prerequisite: Junior standing or permission of instructor.
3 Lect Hrs, 3 Credits

RelStd 478, 479
Independent Study
Staff
Open only to a very limited number of students in any one semester. A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor and program director.
3 Lect Hrs, 3 Credits

RelStd 480
Special Topics Seminar
Staff
Intensive study of special topics, varying each year. Enrollment is limited.
Prerequisites: Junior standing and permission of instructor.
3 Lect Hrs, 3 Credits

Skills Program

Directors

Mathematical Skills, Linda Falstein
Verbal Skills, Suzy Groden
Writing Proficiency Skills, Emily Meyer

The Program

The Office of Academic Support and Advising offers a series of courses that introduce students to the fundamental principles of college-level learning and give them intensive training in the use of those principles in their other courses. Two courses (AS 033, AS 034) focus on basic mathematical ideas and operations and make math accessible to students. Two other courses (AS 011, AS 022) introduce students to the basic elements of academic thinking; they provide training in the critical reading and analysis of texts drawn from courses across the liberal arts curriculum, and in the writing of academic papers. One additional course (AS 044) trains the student to work with the sets of readings on which the College of Arts and Sciences Writing Proficiency Exam is based, and to write essays about the issues they raise. This course is required of all students who have not passed the Writing Proficiency Exam by the time they have earned 60 credits toward their degree.

Note: No more than 4 credits in AS courses may be counted toward the 120 required for graduation. Of these, only 2 credits may be in Math Skills courses. All credits, however, count in determining a student's full or part-time status during the semester in which he or she is taking AS courses.

Skills Program

Mathematical Skills

AS 033
Pre-Algebra Mathematics
Staff
This is a course for students who enter UMass/Boston without a mastery of arithmetic skills. The course has three major goals: 1. To provide students with a successful experience in understanding math in order to help them overcome fear and discouragement about learning quantitative skills; 2. To familiarize students with the rational number system in order to help them understand how to perform the various arithmetic computations and the reasons why they work; and 3. To help students develop a strong foundation in the sorts of quantitative operations common to introductory social and physical science courses, for example reading and constructing graphs, using dimensional analysis, making precise measurements, and using formulas. In general, the course will help students develop problem-solving skills. The course covers whole numbers, fractions, decimals, percents, signed numbers, number bases, graphing, dimensional analysis, English and metric measurement systems, and applications of such formulas as perimeter, area, volume, averages, interest, and distance-rate-time. To pass the course, students must take the placement exam during pre-registration and place into AS 034, miss no more than three classes, and satisfactorily complete the assignments and the chapter tests on topics covered.
3 Lect Hrs, 2 Credits (Pass/Fail only)

AS 034
Fundamentals of Algebra
Staff
This is a course for students who have mastered arithmetic but not beginning algebra. They are either students who never studied algebra in high school, or who studied it so long ago or so ineffectively that they must approach all introductory algebra topics as new rather than review material. The course's goals are to introduce students to algebraic notation and concepts so that they will be successful in Math 110, and in introductory physical and social science courses; and to help them develop successful study and test-taking techniques. The course covers algebraic expressions - their simplification, combination, and evaluation; linear equations - how to solve them, graph them, and use them to solve word problems; scientific notation and proportions. The course includes quizzes and four exams. To pass the course, students must take the placement exam during pre-registration and place into Math 110, miss no more than three classes, and satisfactorily complete the assigned work.
Prerequisite: Math Placement Test only.
3 Lect Hrs, 2 Credits (Pass/Fail only)

Verbal Skills

AS 011
Fundamentals of College Learning

AS 022
Techniques of Critical Analysis
Staff
These two courses combine the following five objectives: 1. To provide an introduction to the methods, concerns, and scope of the liberal arts curriculum; 2. To acquaint students with the sorts of relationships which underlie and characterize academic inquiry; in particular, the various types of definitional and causal relationships with which all introductory and survey courses are most concerned; 3. To give students practice in applying active, effective techniques for learning college subjects; 4. To help students develop an awareness of the basic principles of logical structure, in particular the relationship among values, basic assumptions, the collection of reliable data, and the establishment of a position or conclusion about some question; and 5. To provide an intensive developmental writing workshop in which fundamental problems with vocabulary, punctuation, and sentence structure are addressed, as well as more general issues like organization, style, point of view, and interpretation. Readings are drawn from a variety of disciplinary areas. Both courses address the following practical skills as part of the day-to-day work:

taking reading notes
reviewing for an exam
prereading text material
taking lecture notes
taking exams
using the library and reference materials
developing a broader vocabulary
prewriting and planning a paper
revising and rewriting a paper
managing study time

3 Lect Hrs, 2 Credits each semester
(Pass/Fail only)

AS 044
Elements of Writing Proficiency
Staff
This course is for upper level students who must *retake* the Writing Proficiency Examination and need additional help in critical reading and writing. Students who are close to having 60 graduation credits may, with special permission, take the course even if they have not yet attempted to meet the requirement. The course provides practice and instruction in recognition of central issues, analysis of arguments, clarification of ideas, and organization and development of essays. It also addresses grammar, syntax, sentence structure, punctuation and other fundamental writing skills.
3 Lect Hrs, 2 Credits (Pass/Fail only)

Department of Sociology

Faculty

Sharon B Stichter, Professor and Chairperson; Professors James E Blackwell (Emeritus), Robert Dentler, Gerald R Garrett, Calvin J Larson, Richard Robbins, Daisy Tagliacozzo (Emeritus), Robert Weiss (Emeritus), Gordon C Zahn (Emeritus); Associate Professors Harry Brill, Ann Cordilia, John K Dickinson, Estelle Disch, Susan Gore, Glenn Jacobs, Lawrence Kamara, Richard Kronish, Siamak Movahedi, Russell K Schutt, Elizabeth Useem; Assistant Professors Paul Benson, Barbara Warner

The Department

Sociology has been defined as the science of society, and most of us in the department see ourselves as applying and encouraging students to apply the scientific method to the analysis of groups and individuals in groups. We look at and encourage students to look at the way in which income, occupation and education; ethnicity, race, and culture; family and kinship; power and authority; organizational context, and a variety of other factors influence individual and group behavior.

Some of us theorize about how societies persist and change; some of us use our findings in an effort to improve society; some of us are concerned with workaday applications. But these interests are not independent: we are all involved to one degree or another in all of them.

Requirements

The Major

The department requires a total of 30 semester hours of sociology credit for a major in sociology.

Majors are required to take Sociol 101 (Introduction to Sociology), 341 (Elements of Sociological Theory), 351 (Methods of Sociology Research), and any 7 other upper division courses in sociology. Among the courses which will count for major credit, one (except for 341 and 351) may be taken Pass/Fail. Majors are encouraged, but not required, to take Anth 103 (Introductory Anthropology) and Psych 101 (Introductory Psychology).

Junior or senior standing is recommended for all 300- or 400-level courses, subject to the instructor's approval.

At the invitation of the department, students may take individual directed study with emphasis on independent research. Students wishing to engage in independent study must submit a proposal for departmental consideration; this must be done before the end of the semester preceding that in which they want to do the study.

Joint Major in Social Psychology

The Psychology and Sociology Departments offer a joint major emphasizing the theories, methods, and applications of social psychology, and the nature of social psychology as a subfield of both departments and a bridge between them. Students who elect this joint major complete a complementary sequence of psychology and sociology courses, and also have access to advising and counseling from both departments.

The course sequence for the joint major in social psychology includes a minimum of 12 courses as follows:

Psych 101 (Introduction to Psychology)
Sociol 101 (Introduction to Sociology)
Psych 230 (Social Psychology) *or* Sociology 281 (Society and the Individual)
Sociol 341 (Sociological Theory)
Sociol 351 (Research Methods)
Psych 102 *or* Psychology 270 or Sociol 350 (Statistics)

Psychology A: ONE of the following:

Psych 250 (Learning and Memory)
Psych 255 (Perception)
Psych 260 (Physiological Psychology)
Psych 265 (Comparative Psychology)

Psychology B: ONE of the following:

Psych 200 (Personality)
Psych 215 (Psychopathology)
Psych 241 (Infancy and Child Development)

TWO from the Directed List of psychology courses:

Psych 332 (Psychology of Social Issues)
Psych 333 (Group Dynamics)
Psych 334 (Social Perception)
Psych 335 (Social Attitudes and Public Opinion)
Psych 430 (Internship in Psychology)
Psych 439 (Experimental Methods: Social)

TWO from the Directed List of sociology courses:

Sociol 300 (Communication and Opinion)
Sociol 382 (Social Psychology of Sex Roles)
Sociol 384 (Medical Sociology)
Sociol 386 (Sociology of Mental Health and Illness)
Sociol 427 (Minority Role Behavior)
Sociol 475 (Socialization)
Sociol 480b (Sociology of Urban Social Services)

Note: Either Psych 430 *or* Sociol 480b, but not both, may be applied to the joint major.

Students are required to declare the joint major in social psychology no later than the start of their junior year. Waiving or modifying any joint major requirement must be approved by both departments. Joint majors are assigned a faculty advisor from each department, and they are urged to make contact with their advisors as soon as possible.

The Sociology of Urban Social Services (SUSS)

For students interested in human services, the SUSS (Sociology of Urban Social Services) Program within the Sociology Department offers a wide range of field placement experiences and related courses, in order to prepare students for work or for graduate programs in this field. Interested students (both majors and nonmajors) should inquire in the Sociology Department office for a description of the program.

The Minor

For a minor in Sociology the department requires at least 18 semester hours of sociology credit, which would also include the three courses required for the major (Sociol 101, 341, 351). Not more than 6 credits from an internship may be counted toward the minor.

Honors

The Department offers advanced students an honors major whose purpose is to provide a stimulating and in-depth undergraduate experience. It also gives students an opportunity to receive recognition for their achievements. Successful completion of the honors major is noted on a student's transcript.

The requirements for the honors major involve course work, an honors paper, and an overall grade point average of 3.25 in sociology courses. Further details are available in the department office.

Students with a 3.0 overall grade point average and a 3.0 in sociology with at least 12 credit hours in sociology courses taken at the University are eligible for admission to Alpha Kappa Delta, the national Sociology Honorary Society.

Department of Sociology

Special Situations

Students whose situations are special because of long-time enrollment or for other reasons should address any questions, in writing, to the chairperson, and arrange for an interview to discuss them.

Student Responsibility

It is the responsibility of student majors to keep up to date in their progress towards completion of their major requirements.

Field Training

Field training is provided in three programs of the department: 1) the Sociology and Urban Social Services (SUSS) program described above; 2) the Program in Corrections; and 3) the Program in Alcohol and Substance Abuse Studies.

The Program in Corrections offers a sequence of three courses: Sociol 361 (Criminology), 463 (Corrections), and 464 (Practicum in Corrections), the field training component.

The Program in Alcohol and Substance Abuse Studies offers a sequence of three courses: Sociol 368 (Alcohol: Etiology and Epidemiology), 369 (Alcohol: Treatment and Prevention), and 469 (Alcohol Agency Experience). For complete information, see the section of this publication on the Alcohol and Substance Abuse Studies Program.

Transfer Credit Policy

A maximum of five courses (fifteen credits) taken at other colleges or universities may be counted toward the sociology major.

Sociol C103
American Society—Socioeconomic Aspects
Mr Kronish, Ms Useem
An examination of the development and the dynamics of the social structure and political economy of contemporary US society. Topics include the shape and historical development of the economic structure; trends and consequences of monopolization; ownership and control of the major corporations; multinationals and the consequences of foreign expansion; postwar foreign policy; theories of social class; trends within the occupational structure; poverty.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol C104
Personality and Social Structure in Two Societies
Ms Cordilia
This course is an introduction to sociological and social science perspectives through the comparative analysis of two contemporary societies. The course is taught in two parts, describing and comparing first the elements of social structure and second how social structure, culture and personality fit together.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol C140
Life Cycle
Ms Tagliacozzo
This course focuses on youth, adulthood, and old age; it examines the way in which, during different stages in life, different kinds of relationships rise and fall in importance. It considers the meaning of work at different stages and, in general, how individuals and groups cope with change.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol C240
Self in Society: Studies of Autobiographies
Ms Tagliacozzo
Autobiographies (of, for example, Mary McCarthy, Claude Brown, Simone De Beauvoir, May Sarton, Jean-Paul Sartre) are the medium for examining Self in Society; the development of identity, the influence of culture and class on experience and life cycles, the impact of discrimination on self development, the problems of coping with social constraints and stress. Selected readings by Freud, Goffman, Vaillant, Erikson and others will aid in the interpretation of autobiographies. Written and oral reports will be used to practice the skills of listening, describing, analyzing and interpreting.
Prerequisite: English 101-102.
3 Lect Hrs, 3 Credits

Sociol C272
Social Change in the Third World
Ms Stichter
Social and economic aspects of development and modernization in various societies.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 101
Introduction to Sociology
Staff
The structure of society, cultural patterns, and group life. The individual and socialization, groups, institutions, social systems, and social change.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 102
Further Topics in Introductory Sociology
Staff
A continuation of Introduction to Sociology for second semester freshmen in the SUSS Program, focusing on the social processes of deviance, change and conflict.
Prerequisites: Sociol 101 and participation in SUSS Program.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 139
Social Legacy of the Vietnam War
Staff
The course examines the manifold social legacy of the Vietnam War. It includes a brief history of the Vietnamese nation, the process of American intervention, the development of the antiwar movement at home, US policy and public attitudes.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 160
Social Problems
Mr Blackwell, Mr Jacobs, Ms Warner
A course concentrating on institutional formation and change. Specifically, it covers the definition and explanation of social problems, individual, group and governmental responses to them, implications of social policy, in-depth case studies, and discussion of contemporary social problems.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Department of Sociology

Sociol 200
Human Service Organizations
Ms Tagliacozzo
Theory and practice of people-processing and people-changing, interpersonal behavior, and group development, through observation of the group itself, and through readings from psychology, anthropology and sociology.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 201
Youth and Society
Mr Dentler
An examination of theories and research on youth and society. Present day patterns of youthful development are contrasted to other types—both in Western history and in other cultures. The relationship of youth to major institutions (educational, legal, occupational) are examined in detail.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 211
The Urban Community
Mr Brill, Mr Jacobs, Mr Larson
The development of the city as a complex form of the human community. History and growth of urbanism in industrial societies and developing nations. Urban change and the problem of planning.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 220
A Survey of Asian Societies—China and Japan
Staff
This course is an introductory study of the institutions and structures of East Asian societies, especially China and Japan. It concentrates on selected traditional institutions such as the family, community, and social aspects of the economy, and their relations to modernization and industrialization. Comparisons are made between these East Asian societies and the United States.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol L223 (AmSt L223)
Asian Minorities in America
Mr Kiang
This multidisciplinary course examines the social, historical, and structural contexts defining the Asian-American experience from 1850 to the present. Topics include immigration, labor, community settlement, ethnicity, stereotypes, and race relations.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Sociol L225 (AmSt L225)
Southeast Asians in America
Mr Kiang
This course examines issues arising from the resettlement of one million Vietnamese, Cambodian, and Laotian refugees in the US since 1975. Topics include resettlement policies, adjustment and acculturation, changing roles of women and family, and the continuing impact of international politics. Media presentations and lectures by local Southeast Asian community leaders highlight the course.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

Sociol 231
Social Stratification
Mr Brill, Mr Kronish, Mr Robbins
Social classes in traditional and industrial societies; classes, castes, and mobility. Theories of class relationships and conflicts.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 232
Sociology of Work
Mr Brill, Mr Schutt
Deals with a variety of social issues associated with the division of labor: the structure of occupations and their impact upon workers, sources of satisfaction in work, experiments in redesigning work, and models of workers' participation in the work place.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 233
The Sociology of Unemployment
Mr Brill
The focus of this course is on the social implications of unemployment. Job loss entails more than a loss in income, as self-definition and sense of belonging are often work-related. Also, unemployment has an impact upon social institutions themselves, particularly on the family, on community networks, and on the various agencies that the unemployed encounter. How both the unemployed and the social institutions they confront are affected, affect each other, and impinge on the rest of society are examined.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 238
Sociology of Education
Mr Robbins, Ms Useem, Ms Tagliacozzo
The educational systems of various types of Western and non-Western societies and the changes in Western systems in modern history, with particular reference to the U.S. The structural features of types of American schools and colleges and the relevance of these features to the economy and to the ideologies of education.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 242
Family
Mr Dickinson, Mr Kamara, Ms Stichter, Ms Useem
A comparative and historical analysis of family systems. Emphasis on the development and the future prospects of the nuclear family in middle-class industrial society.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 250
Social Policy
Mr Brill
This course selects several important areas and issues within which to examine the development of social policy. Social policy perspectives on crime, housing, health, unemployment, and race and ethnic issues are among those considered. Central to this examination is how social problems are defined, and the implications of those definitions for the direction of social policy.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 261
Social Deviance and Control
Mr Benson, Mr Garrett, Mr Kronish, Ms Warner
The social conditions of individual and group behavior disorders, deviant subcultures, and social control.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Department of Sociology

Sociol 281
Society and the Individual
Mr Movahedi and Staff
Basic survey of the social environment of individuals.
Prerequisite: Sociol 101.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

Sociol 300
Communication and Opinion
Staff
Sociological and political perspectives on mass communications.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 310
Socialization
Staff
Theories and research on socialization from a sociological-social psychological perspective. Emphasis on socialization during childhood, and on continuities and discontinuities between child and adult socialization.
Prerequisites: Sociol 101, Sociol 281, and junior or senior standing.

Sociology 316
Family Violence in America
Staff
This course seeks to help participants develop a critical understanding of force and violence within the family structure. Emphasis is on violence between spouses, and between children and parents; and on the prevalence, the character, and the causes of such violence. Topics also include society's reaction to family violence, and its policies of control and treatment; and the sexual abuse and exploitation of children.
Prerequisites: Sociol 101 or permission of instructor.
3 Lect Hrs, 3 Credits

Sociol 321
Racial and Ethnic Relations
Mr Blackwell, Mr Jacobs, Mr Robbins
Conflicts and accommodations among differing racial and ethnic groups. The nature and character of prejudices and discrimination. Minority-majority relations in selected societies.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 325
Religion and Social Change in Latin America
Staff
An examination of the sociological conditions under which religious belief has been serving as a catalyst for change-oriented movements in contemporary Latin America. Course topics, which range from the early roots of liberation theology in Brazil and Chile to the more recent participation of church people in struggles in Central America, integrate relevant social theory with recent research.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 331
Sociology of Social Movements
Staff
Analysis of general characteristics of social movements as vehicles of social change—with focus on selected historical social movements.
Prerequisites: Sociol 101 and junior or senior standing.
3 Lect Hrs, 3 Credits

Sociol 335
Political Sociology
Ms Stichter
An interdisciplinary study with stress on the nature of power and its distribution in society. Alternative approaches to changing and transforming power structures.
Prerequisites: Sociol 101 and PolSci 122.
3 Lect Hrs, 3 Credits

Sociol 336
Work in Bureaucracies
Ms Tagliacozzo, Staff
Deals with the internal dynamics of complex organizations. Different approaches to organizational behavior are examined in the context of social values and beliefs. Analysis includes the impact of hierarchy on work experience, the psychological bases for organizational effectiveness, the foundations and uses of power, and organizational structures of communication and innovation.
Prerequisite: Sociol 101 or permission of instructor.
3 Lect Hrs, 3 Credits

Sociol 337
The Sociology and Psychology of Complex Organizations
Ms Tagliacozzo
Types of organizational structures both historically and in industrial societies. Profit-making and non-profit-making organizations such as schools, business and public bureaucracies, corporations, churches, hospitals, and prisons.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 340
Field Work Methods
Ms Disch, Mr Jacobs
Intensive training in observational methods and readings of theoretical issues involved. Concentrated community-oriented field work under close supervision.
Prerequisites: Sociol 101 and junior or senior standing.
3 Lect Hrs, 3 Credits

Sociol 341
Elements of Sociological Theory
Mr Kamara, Mr Larson, Staff
Reading and discussion of basic sociological works in theory. Relevance of earlier and contemporary sociological interests and research.
Prerequisites: Sociol 101 and junior standing.
3 Lect Hrs, 3 Credits

Sociol 342
Aging and Society
Mr Kamara
An examination of theories and research on aging and society. The course is organized into two sections. The first explores the general relationship of the aging process and the aged to the social, economic, and political systems in a youth-oriented and work-oriented society. The second draws upon cross-national and cross-cultural material.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 344
Sociology of Death and Dying
Staff
A cross-societal survey course focusing on human responses to death and dying. Topics include the sociological meaning and definition of death; social-psychological adaptation to impending death; grief, mourning and bereavement; funeral practices; euthanasia and the right to die; the hospice movement; widowhood, and life after life. The course also examines the interrelationship of medicine, the law, and the family with death and dying.
Prerequisite: Sociol 342.
3 Lect Hrs, 3 Credits

Sociol 350
Elements of Social Statistics
Mr Movahedi, Ms Warner
Fundamentals of social statistics; special emphasis on probability, tests of significance, and measures of association.
Prerequisite: Sociol 101.
3 Lect Hrs, 1 Lab Hr, 4 Credits

Department of Sociology

Sociol 351
Methods of Sociological Research
Ms Gore, Mr Movahedi, Mr Schutt
Design of sociological research and methods of inquiry. Organization and analysis of data, development of research projects.
Prerequisites: Sociol 101 and junior standing.
3 Lect Hrs, 3 Credits

Sociol L355 (Wost L355)
Women in Third World Development
Ms Froines, Ms Morse, Ms Stichter
This course examines the way social change and industrial development in contemporary Third World societies is affecting women. Topics include the changing division of labor in rural areas, the employment of women in multinational corporations, women in the informal sector, women and population policies, changing family structures, poverty and female-headed families, and the impact of selected foreign and multilateral aid programs. The course also considers the nature of women's organizing for economic self-help and for social and political change.
3 Lect Hrs, 3 Credits

Sociol 361
Criminology
Mr Garrett, Mr Larsen, Ms Warner
A general survey and analysis of adult crime. Attention to historical development of criminological thought, societal reaction to crime, and behavioral systems. Emphasis on theories of criminality and issues in the administration of justice by police and courts.
Prerequisites: Sociol 101 and junior or senior standing.
3 Lect Hrs, 3 Credits

Sociol 362
Juvenile Delinquency
Mr Garrett
The nature and extent of delinquency. Consideration of theories, delinquent subculture, and programs for control and prevention.
Prerequisites: Junior standing and Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 363
Corrections
Mr Garrett
Prisons, jails, parole, and probation. Attention to inmate social structure, and philosophy underlying the correctional system and modern treatment approaches.
Prerequisites: Junior standing and Sociol 362.
3 Lect Hrs, 3 Credits

Sociol 365
The Professions in Contemporary Society
Ms Tagliacozzo, Staff
An examination of the concepts and theories which have been brought to bear on the study of contemporary professions. Students examine the historical matrix of modern professionalism, and the sources of power and vulnerability of professions in industrial society. The conditions which differentiate the experience and organizations of different professions are studied, including practitioner-client relationships, patterns of peer control, and the varied roles of professional authority in complex organizations. Class and written reports focus on comprehensive studies of specific professions.
Prerequisite: Sociol 101 and junior standing, or permission of instructor.
3 Lect Hrs, 3 Credits

Sociol 368
Alcoholism: Etiology and Epidemiology
Ms Cordilia
An in-depth interdisciplinary analysis of the nature, causes and extent of alcoholism and problem drinking. Analysis of drinking patterns and drinking problems cross-culturally and among subgroups in the population such as women, prison inmates, the elderly, and residents of Skid Row.
3 Lect Hrs, 3 Credits

Sociol 369
Alcoholism: Treatment and Prevention
Ms Cordilia, Mr Garrett
An intensive examination of theories and research on the etiology of alcohol addiction, with special emphasis on their implications for treatment, prevention, and education programs; sociologic factors influencing diagnosis and treatment outcomes; legal coercion treatment programs; behavioral, family therapy, and community reinforcement approaches; audiovisual media in alcohol education. Special attention to Alcoholics Anonymous and its related groups. Involves field trips to community agencies.
3 Lect Hrs, 3 Credits

Sociol 373
Population and Ecology
Ms Stichter
The population explosion, birth, death, and illness. Immigration and emigration. How the human and physical environment interact.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 382
Social Psychology of Sex Roles—Men and Women in Society
Ms Disch, Ms Stichter, Ms Useem, Staff
An analysis of male and female roles in society with consideration of biological and psychological factors. Attention to socialization processes which reflect society's functional definition of acceptable and deviant sex roles.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 384
Medical Sociology
Mr Benson, Ms Gore
The course focuses on the contribution of the social sciences to the field of medical care. This is done along two dimensions: (1) Illness and treatment are defined from a sociocultural, biological perspective; (2) sociological theories and studies are then brought to bear on the problems of definitions of illness, illness behavior and the use of medical services, the organization of medical services and the future frontiers of social science in medicine.
Prerequisites: Sociol 101, and one additional sociology course.
3 Lect Hrs, 3 Credits

Sociol 386
Sociology of Mental Health and Illness
Mr Benson, Ms Gore
The sociological study of mental disorder and well-being in American society. The course emphasizes the study of the prevalence and the incidence of disorder, and theories of its causation. Attention is also given to family and societal reactions to the impaired, and how these responses and definitions influence legal processes, treatment, and illness severity. Social policy is discussed.
Prerequisites: Sociol 101, and one additional course in sociology.
3 Lect Hrs, 3 Credits

Sociol 400
Schooling and Inequality
Ms Useem
An examination of the relationship of elementary and secondary schools in the United States to various forms of social inequality. Topics will include theories of education and stratification; the relationship between educational attainment and adult success; explanations for unequal school achievement; and the experience of blacks and linguistic minorities in American schools.
Prerequisite: Sociol 101; Sociol 238 (Sociology of Education) is recommended, though not required.
3 Lect Hrs, 3 Credits

Department of Sociology

Sociol L423 (AmSt L423)
Boston's Asian-American Communities
Mr Kiang
This advanced research seminar examines the dynamics of ethnicity and community change in Asian-American communities. Using theories of community development and methods of community research, students analyze Boston's Asian-American communities as case studies of complex social systems. The course also looks at current research on immigrant acculturation, ethnic enclave economies, and the community control movement.
3 Lect Hrs, 3 Credits

Sociol 426
The Black Family
Mr Kamara
A sociohistorical analysis of the experiences of the black family in the United States from slavery to the present. Emphasis is on the mode of adjustment and adaptation to the forces of domestic colonialism, including slavery, racism, and economic discrimination. The course focuses on stratification in the black community as well as on issues in socialization and personality development.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 427
Minority Role Behavior
Mr Blackwell
A sociological analysis of the various responses, self-definitions, and behavior patterns developed by minority groups in regard to their status as minorities, with special emphasis on the United States.
Prerequisites: Sociol 101 and junior or senior standing.
3 Lect Hrs, 3 Credits

Sociol 431
Sociology of Religion
Staff
Belief systems and social structures of religious groups. Impact of religious systems on familial, economic, political, and other institutions.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 440
Sociology of Knowledge and Ignorance
Mr Dickinson
Epistemological sociology—social determinants of the gap between reality and our knowledge of it.
Prerequisites: Sociol 101 and junior or senior standing.
3 Lect Hrs, 3 Credits

Sociol 441
Contemporary Sociological Theory
Mr Kamara, Mr Larson
A concentrated examination of recent developments in the study of human interaction and of the problems of social order and social change. Issues involving the goals of sociology, the ethics of social research, and behavior control are a major focus.
Prerequisite: Senior standing, Sociol 341, or permission of instructor.
3 Lect Hrs, 3 Credits

Sociol 442
Theory of Social Change
Ms Stichter
Alternative theories of social change, at the societal and community levels. Classical theories of change, including those of Durkheim, Weber, and Marx, and contemporary theories. Selected applications.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 444
Cooperative Education Field Experience in Sociology
Ms Disch
Paid placements in public and private agencies related to sociology, arranged through the Program in Cooperative Education. Credit is awarded on the basis of independent research and reporting related to the field work. Learning contracts and number of Credits are arranged with a faculty supervisor in the department. Placements are for a 6-month period.
Prerequisite: 9 credit hours of sociology, at least 3 of which must be directly related to the field placement.
Hrs by arrangement, 3-6 Credits

Sociol 452
Nonexperimental Methods in Sociology
Mr Movahedi
Design and analysis of nonexperimental research. Includes construction of indices and scales, methods of control in survey research, multivariate analysis of qualitative and quantitative data, analysis of causal models, and computer application to sociological data.
Prerequisites: Senior standing, Sociol 350 and 351 or permission of instructor.
3 Lect Hrs, 3 Credits

Sociol 464
Practicum in Corrections
Mr Garrett
Supervised field placement in a correctional setting; seminar on problems relating to students' field experience and on special issues in correction including prison reform and legislation, legal handling of adult and juvenile offenders, and prison administration and organization.
Prerequisites: Sociol 101, Sociol 363 and permission of instructor.
3 Lect Hrs, 3 Credits

Sociol 465
Police in Society
Mr Garrett, Ms Warner
An examination of police as a system of social control; a survey of major studies of police by sociologists and government commissions. Emphasis placed on police organization, patterns and consequences of police training, historical and cross-cultural perspectives of police systems and studies of police discretion and police-citizen interaction.
Prerequisites: Senior standing, Sociol 101 and 9 credit hours in sociology.
3 Lect Hrs, 3 Credits

Sociol 467
Sociology of Law
Mr Schutt, Ms Warner
A general analysis of the social origins and consequences of law and legal process; special emphasis on law as a method of conflict resolution and as a social control structure, and on law and social change. Attention also given to law in other societies, including nonliterate societies, to the evolution and development of legal structures, and to patterns of due process and criminal law.
Prerequisites: Sociol 101 and 6 Credits in sociology; junior or senior standing.
3 Lect Hrs, 3 Credits

Sociol 469
Alcoholism Agency Experience
Mr Garrett
Supervised field work and internship in a community agency serving alcoholics, including alcoholism prevention and treatment, and alcohol education projects. Assignments, such as detoxification centers, treatment centers, alcohol information services, halfway houses, and others, are made according to student interest and internship availability. Accompanied by a seminar focusing on social services for alcoholic populations, techniques of gathering information, case studies, and field-based issues.
Prerequisite: Sociol 368 or permission of instructor.
6 Credits

Sociol 474
Ideology and Social Control in Southern Africa and Latin America
Mr Kamara
From a comparative perspective, the exercise and structure of power in selected nations and states of Latin America and Southern Africa.
Prerequisites: Sociol 101 and junior or senior standing.
3 Lect Hrs, 3 Credits

Department of Spanish and Portuguese

Department of Sociology

Sociol 478, 479
Directed Study in Sociology
Staff
Students invited by the department to conduct independent research during the senior year. Periodic consultation and guidance provided by the staff.
Prerequisites: Sociol 101, senior standing and permission of department.
Hrs by Arrangement, 1-4 Credits

Sociol 480
Special Topics
Staff
Intensive study of special topics varying each year according to instructor.
Prerequisite: Sociol 101.
3 Lect Hrs, 3 Credits

Sociol 485
Seminar on Single Parent Families
Mr Weiss
A seminar dealing with the single parent family experience from the point of view of both social scientists and of people living in single parent families.
Prerequisites: Sociol 101 and junior or senior standing.
3 Lect Hrs, 3 Credits

Faculty

Clara Estow, Associate Professor and Chairperson; Professors Ricardo Navas-Ruiz, James J Ryan; Associate Professors Efrain Barradas, Maria Luisa Osorio, Adorna Walia, Esther Torrego; Lecturer Loretta Slover

The Department

The Spanish program fulfills two principal needs. On the one hand we offer a strong and varied program in literature and language for those students who wish to specialize in the field. Spanish majors may begin their studies with survey courses in Spanish and Spanish-American literature and civilization and proceed to more detailed explorations of selected areas. At the same time, the department endeavors to facilitate the acquisition of language skills, from elementary to advanced levels, by those students who for reasons of career preference wish to combine their field of study with the learning of Spanish. Spanish majors may participate in the Latin American Studies Program. The department also offers courses in the Portuguese language and in Luso-Brazilian literature and civilization. In addition to the Spanish major, the department offers a minor in Spanish and a certificate in Spanish-English translation.

Requirements and Recommendations

The Major

The major in Spanish has the following requirements:

A minimum of 10 advanced courses (30 credits), including the following:

I. One advanced language course above 281-282.

II. Two survey courses: one of Spanish literature or civilization, and one of Spanish-American literature or civilization. A student may take one course in literature and one in civilization, both courses in literature, or both courses in civilization, so long as one focuses on Spain and one on Spanish America. Among these courses are Span 351 (Survey of Spanish Literature: from its origins to the eighteenth century), Span 352 (Survey of Spanish-American Literature: from its origins to the nineteenth century), Span 310 (Spanish Civilization), and Span 361 (Spanish-American Civilization).

III. The remaining seven courses must be selected from one of the following options:

A. Specialization in language: five advanced language courses (above the intermediate level); one course in Spanish literature or civilization; one course in Spanish-American literature or civilization.

B. Specialization in literature: two courses in Spanish literature; two courses in Spanish-American literature; three elective courses, one of which must be in literature.

For the purposes of the major requirement, *all* upper-level literature courses are considered either as "Spanish" or "Spanish-American". Those not specifically identified as one or the other will be classified according to their content in any given semester.

All 300- and 400-level courses are conducted in Spanish. In general, advanced courses are offered in alternate years.

Spanish majors who are also participating in the Latin American Studies Program may, with departmental approval, substitute two courses in the Latin American Studies Program for two Spanish Department courses as upper level electives.

Students participating in the departmental translation program may count three credits earned in each course (Span 306, 307—previously 271, 273) toward fulfilling major requirements.

The Minor

The minor in Spanish has the following requirements:

I. Intermediate proficiency (Span 201-202 or equivalent).

II. Five advanced courses, to be selected according to the following guidelines:

A. Span 281 *or* 282 (Advanced Composition and Conversation), *or* Z289 (Composition for Native Speakers);

B. Span 351 (Survey of Spanish Literature) and Span 352 (Survey of Spanish-American Literature), *or* Span 310 (Spanish Civilization) and Span 361 (Spanish-American Civilization);

C. Two advanced courses in language, civilization or literature.

All minors must take at least three of these five required courses at UMass/Boston.

Department of Spanish and Portuguese

Honors

To graduate with departmental honors, the Spanish major must:

1. Attain at least a 3.5 grade point average in major courses and a 3.0 cumulative grade point average;
2. Write an honors thesis under the supervision of a teaching member of the department; and
3. Make an oral defense of the thesis in which the candidate will be asked questions in the general area of his/her written work. The honors thesis and oral defense will be evaluated by a departmental Honors Committee.

Program in Translation

A certificate in Spanish-English Translation, offered in the summer, has two six week sessions, equal to four full courses (12 credits). To receive the certification, students must pass a comprehensive examination in translation given by a departmental panel to those who have successfully completed the course work. Six of these twelve credits (three from each summer session) may be used as part of the requirements for the major. The program is also open to non-degree-seeking students.

The Soto Prize

The Luis Emilio Soto Prize honors the memory of the late University professor of Spanish, and is awarded annually to the senior Spanish major who best reflects Professor Soto's humanistic qualities and devotion to intellectual life at the University.

Pass/Fail Option

No courses may be taken for the major on a pass/fail basis; for the minor, students may take one course on a pass/fail basis.

Transfer Credit Policy

A maximum of five courses (15 credits) may be accepted for the Spanish major.

Span C135
Anglo-American Images of Latin America
Ms Estow
The course explores some of the ways in which Anglo-American perceptions of Spanish and Portuguese America took shape. The exploration focuses mainly on nineteenth and twentieth century Anglo-American writing aimed at the general public, with some selections from related political, social, and economic commentary. There is also discussion of popular cultural figures who came to personify Latin America for many Anglo-Americans through film, music, and art.
Distribution Area: Historical and Cultural Studies.
3 Lect and Disc Hrs, 3 Credits

Span 101
Elementary Spanish I
Staff
For students who have no creditable training in Spanish; intensive practice in the four language skills, with an audio-lingual approach. Weekly laboratory attendance and assignments required.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Span 102
Elementary Spanish II
Staff
The continuation of Span 101.
Prerequisite: Span 101 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Span 103
Intensive Elementary Spanish
Staff
An intensive study of the four language skills for those who wish to do a full year of elementary Spanish in one semester. May be taken for credit by students who have studied two years in high school and wish to start over.
Distribution Area: Foreign Languages.
8 Lect Hrs, 2 Lab Hrs, 8 Credits

Span 105
Basic Spanish for Communication I
Staff
A practical approach to the study of the Spanish language: basic grammar in the context of the material presented, which will focus on the vocabulary used in such areas as business and finance, medical and hospital terminology, and oral communication in general. Intensive practice in the four language skills with an audio-lingual approach.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Span 106
Basic Spanish for Communication II
Staff
A continuation of Span 105.
Prerequisite: Spanish 105
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Span 107
Basic Spanish for Communication
Staff
An intensive course designed to approach the language from a practical point of view. Basic grammar will be studied in the context of the material presented. This material will focus on vocabulary in three different areas: business and finance, medical and hospital terminology and oral communication in general. The course will cover material equivalent to two semesters of Spanish with practice in the four language skills, understanding, reading, writing, and speaking.
Note: this course is to be offered during the summer session. Students may not take both 107 and 105-106.
Distribution Area: Foreign Languages.
6 Lect Hrs, 6 Credits

Span 201
Intermediate Spanish I
Staff
An oral and written review and further study of the language skills with readings in Spanish and Spanish-American literature and culture.
Prerequisite: Span 102 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 1 Lab Hr, 3 Credits

Span 202
Intermediate Spanish II
Staff
A continuation of Spanish 201.
Prerequisite: Span 201 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 1 Lab Hr, 3 Credits

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Span 205
Intensive Intermediate Spanish
Staff
A continuation of Span 103 for those who wish to do a full year of intermediate Spanish in one semester. Students who have passed Span 103 will have priority, but the course may be taken by anyone eligible for Span 205 if there is room.
Prerequisite: Span 102 or equivalent.
Distribution Area: Foreign Languages.
6 Lect Hrs, 6 Credits

Span 261
Modern Latin American Literature in Translation
Mr Ryan, Ms Walia
Works of some of the outstanding Latin-American writers of the nineteenth and twentieth centuries. No knowledge of Spanish required. No Spanish major credit. Fulfills a requirement for Latin American Studies Program.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Span 262
Hispanic Masterpieces in Translation
Mr Ryan, Ms Walia
Major literary works of Spain and Spanish America. No knowledge of Spanish required. No Spanish major credit. Fulfills a requirement for Latin American Studies Program.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Span 263
Hispanic Masterpieces in Translation
Mr Ryan, Ms Walia
A continuation of Span 262. Major literary works of Spain and Spanish America. No Spanish major credit. No knowledge of Spanish required. Fulfills a requirement for Latin American Studies Program.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Span 265
Latin America: Literature and Revolutions
Mr Barradas, Ms Estow, Ms Walia, Mr Navas-Ruiz
Through the study of representative works, from the Conquest to the present, this course will survey the major cultural and social revolutions that have shaped Latin America. By presenting both a formal analysis of the work and a view of the context in which it was produced, the course will give the student a picture of Latin American culture and society.
Prerequisite: Permission of instructor.
Distribution Area: Historical and Cultural Studies
3 Lect Hrs, 3 Credits

Span 267
The Spanish Character as Portrayed in Literature
Mr Ryan, Ms Walia, and Staff
Through translations of literary works from Spain and Latin America students explore topics such as don Juanism and other forms of machismo, the Spanish point of honor, cacquism, personal and political extremism, anti-materialism, and other psychological and social characteristics associated with the Spanish-speaking world and its peoples.
Prerequisite: Sophomore standing.
Distribution Area: Historical and Cultural Studies.

Span 281
Advanced Composition and Conversation I
Staff
Designed to provide practical training in oral and written expression to students with intermediate proficiency in Spanish. Recommended to students who wish to practice and improve their ability to communicate in Spanish. Weekly themes and frequent oral reports. Not open to students whose first language is Spanish.
Prerequisite: Span 202 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Span 282
Advanced Composition and Conversation II
Staff
A continuation of Span 281, using more advanced materials. May be taken as a second-semester sequel to Span 281 or by itself. Themes and frequent oral reports. Not open to students whose first language is Spanish.
Prerequisite: Span 202 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Credits

Span Z289
Composition for Native Speakers
Mr Barradas
This course is conducted as a workshop on expository writing for native speakers of Spanish. Particular linguistic difficulties that native speakers encounter are addressed. Writing and research techniques, problems of style and correctness are the main issues.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Span 300
Spanish Pronunciation and Intonation
Staff
Designed to provide training in the pronunciation, enunciation and intonation of Spanish. Intensive practice in the classroom and the language laboratory based on selected literary texts.
1 Lect Hr, 1 Lab Hr, 1 Credit

Span 305
Problems of Syntax in Reading and Writing
Mr Ryan
An in-depth study of particular problems of Spanish syntax which are not presented fully in elementary or review grammars. Particular attention is directed to word order, relative clauses, prepositional phrases, and the reflexive as a substitute for the passive and object pronouns; that is, problems which frequently cause misunderstanding in reading and difficulties in self-expression.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 306
Introduction to the Techniques of Translation
Ms Torrego
Development of the basic techniques and skills needed for translation. Emphasis on translation into the native language with some practice in the opposite direction. Methods of contrastive linguistics to analyze pertinent aspects of language structure, involving syntax, vocabulary and style, are employed. Material for this course is taken from published translations of both literary and non-literary character. Students are given ample opportunity to apply these techniques through a series of translation assignments, which form the basis for class discussion.
6 Lect Hrs, 6 Credits

Span 307
Advanced Translation
Ms Torrego
Practice in translating a variety of genres and styles, both literary and non-literary, e.g., passages from cultural material, short stories and essays; government documents; scientific, commercial and technical prose. Emphasis is on translating into the native language, but considerable practice is given in translating material in the commercial and human service fields from the native to the non-native language. Literary material is taken from various periods to make students aware of historical changes in vocabulary, syntax, tone, and style.
Prerequisite: Span 306.
6 Lect Hrs, 6 Credits

Span 310
Spanish Civilization
Ms Estow
Studies in Spanish history, thought, and the arts as a background for literature.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

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Span 311
Spanish Semantics
Staff
A study of traditional and modern theories of semantics as an introduction to two main analyses of the Spanish lexicon: a) meaning, formation, and evolution of words and semantic fields, with special attention to non-latinate and dialectical; b) features of certain classes such as semi-auxiliary verbs, causative and perception verbs, strong and weak pronouns, types of adverbs and adjectives.
Prerequisites: Span Z289 and 305; or permission of instructor.
3 Lect Hrs, 3 Credits

Span 312
Commercial Spanish
Ms Walia
Commercial Spanish with an introductory legal component. Advanced course in the language of Latin American and Spanish commerce including a legal terminology component. Vocabulary, idioms, proper usage, and exercises in the forms of resume writing, business correspondence, advertising, banking and finance, foreign trade and investments, commercial law, and an introduction to legal terminology for paralegal personnel. Open to students with a good command of oral and written Spanish.
Prerequisite: Span 281 or Z289 or permission of instructor.
3 Lect Hrs, 3 Credits

Span 313
Spanish Phonology
Staff
A detailed study of the sound system of Spanish. Includes an overview of phonological theories as well as intensive practice in areas such as intonation and stress.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 314
Language Arts
Ms Torrego
Introduction to applied linguistics and detailed study of Spanish phonology, morphology and syntax. Special attention to the mechanisms of interference in the case of English-speaking learners of Spanish.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 315
Readings in Hispanic Literature
Staff
Selected readings in Hispanic literature.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 316
Advanced Spanish Grammar
Ms Walia
The principal objective of this course is to give students a more profound and complete knowledge of Spanish grammar for its own sake, rather than to offer further practice in self-expression or to resolve problems in reading comprehension. Various methods of presenting the more complicated and difficult aspects of grammar are employed, including written translation from English to Spanish.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 323
The Short Story in Spanish Literature
Ms Osorio
Historical development of the short story in Spanish literature from its origins to the present. Emphasis on nineteenth and twentieth centuries.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 324
Women in Spanish Literature
Ms Osorio
The changing image of women throughout the centuries.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 325
Nineteenth Century Spanish Literature
Mr Ryan
A study of the major literary works of the nineteenth century, including Romantic poetry and theater, costumbrismo and the regional, realistic, and naturalistic novel. Romanticism is represented by such writers as Espronceda, Larra, Duque de Rivas, Zorrilla, and Becquer. The novels studied include works by Galdos, Pereda, Pardo-Bazan, Valera, Clarin, and others.
Prerequisite: Spanish 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 327
Spanish Literature from 1939 to the Present
Ms Osorio
A study of representative writers in post-Civil War Spain and in exile: Cela, LM Santos, J Goytisolo, C Martin Gaite, M Aub, F Ayala, Buero Vallejo, A Sastre, V Aleixandre, D Alonso, B de Otero. Readings from different genres will be studied.
Prerequisite: Spanish 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 350
Literary Arts
Mr Ryan
Introduction to literary studies; textual analysis of representative selections from major literary movements and periods, using the terminology of literary criticism and the perspectives of literary history. Practice in literary analysis.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 351
Survey of Spanish Literature
Staff
A general introductory course in the history of Spanish literature from the Middle Ages to the eighteenth century. Selected readings from *Cantar de Mío Cid, El Conde Lucanor, El Libro de buen amor, La Celestina, El Lazarillo de Tormes*, Santa Teresa, Cervantes, Lope de Vega, Góngora, Quevedo, Calderón, and others.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 352
Survey of Spanish-American Literature
Staff
A general introductory course on the history of Latin American literature from Pre-Columbian times to the nineteenth century. Selected readings by Columbus, Garcilaso de la Vega, Sor Juana Inés de la Cruz, Bolivar, Hernández, and Sarmiento.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 353
The Hispanic Character as Portrayed in Literature
Mr Ryan
Readings in Spanishand Spanish-American literature illustrating the Spanish character and its interaction with indigenous or Creole cultures of Spanish America.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 361
Spanish-American Civilization
Ms Estow
Major aspects of the cultural evolution of the Spanish-American countries from pre-Hispanic days to the present. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 362
Spanish-American Short Story
Mr Barradas
A survey of the development of the short story in Spanish-American literature with special attention to the most representative twentieth century short story writers. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Department of Spanish and Portuguese

Span 364
Spanish-American Essay
Mr Barradas, Ms Walia
Selected readings from the works of the major essayists of the nineteenth and twentieth centuries. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 366
Spanish-American Colonial Literature
Ms Walia
A survey of the literature of the Spanish colonies, focusing on its outstanding figures—Inca Garcilaso, Sor Juana Inés de la Cruz—as well as the literature of the Independence Movement. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 367
Literature of the Hispanic People in the US
Mr Barradas
This course will study, chronologically, some of the most important literary works of the Spanish-speaking people living in the United States as a way of understanding their particular social and historical problems. Fulfills a requirement for Latin American Studies Program.
3 Lect Hrs, 3 Credits

Span 368
Nineteenth Century Spanish-American Literature
Ms Walia
A study of the romantic and realistic literature of Spanish America with emphasis on the Gaucho literature. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 407
Rhetoric and Stylistics
Ms Torrego
A study of formal rhetoric and oral styles. Principles of argumentation. Intensive practice in formal written and oral styles, including debate.
Prerequisites: Span 281 or Z289, and Span 305 or permission of instructor.
3 Lect Hrs, 3 Credits

Span 411
History of the Spanish Language
Mr Navas-Ruiz, Ms Torrego
An overview of the major linguistic changes from Latin to modern Spanish with emphasis on the comparative study of Hispano-American Spanish and modern Castilian.
Prerequisites: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 420
Comparative Syntax
Ms Torrego
A comparative study of Spanish-English syntax.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 421
Spanish Literature Before 1500
Ms Estow, Mr Ryan
Readings from *El Cid* through *La Celestina*, including such works as *Libro de Buen Amor, El Conde Lucanor,* romances, and the poetry of Jorge Manrique and others.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 424
Golden Age Theater
Staff
Outstanding dramatists of the sixteenth and seventeenth centuries: Lope de Vega, Mira de Amescua, Tirso de Molina, Ruiz de Alarcón, Calderón de la Barca.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 427
The Generation of 1898
Ms Osorio
Literary and intellectual trends of the generation of 1898. Selected readings from Ganivet, Unamuno, Azorín, Baroja, Valle-Inclán, Machado, and others.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 432
Don Quixote
Staff
A critical analysis of Spain's masterpiece.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 433
Golden Age Literature
Staff
Representative works from one of Spain's most productive literary periods. Readings will include selections of poetry from such writers as Garcilaso, Herrera, Fray Luis de Leon, San Juan de la Cruz, Lope de Vega. The theater will be represented by *comedias* of Lope de Vega, Tirso de Molina, and Calderon; prose selections will include such works as *Lazarillo de Tormes, Novelas Ejemplares* (Cervantes), and socio-satirical works of Quevedo, Gracian, and others.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 450
Major Writers in Hispanic Literature
Staff
A study of the works of one outstanding Spanish or Spanish-American writer. The author will be chosen from such writers as Ana Maria Matute, Galdos, Unamuno, Dario, Neruda, Garcia Marquez, Garcia Lorca.
Prerequisite: Span 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 454
Argentina
Mr Navas-Ruiz
This course, based primarily on documentary, historical, and literary works, is a cultural interpretation of Argentina. The aim is to help to understand the ideas and circumstances that have shaped some of the country's characteristic features within Spanish American civilization. Readings include works by Concolorcorvo, Ingenieros, Rojas, Borges, Martinez Estrada, Darwin, Sarmiento, Alberdi, Echeverria, Hudson, Mansilla, Hernandez, Lugones.
Prerequisite: Knowledge of Spanish.
3 Lect Hrs, 3 Credits

Span 462
Contemporary Spanish-American Poetry
Mr Navas-Ruiz
A study of contemporary Spanish American poetry starting with the Modernist movement and following its evolution through the avant-garde, surrealism, feminist, and black poetry up to the present. Authors included are Silva, Martí, Rubén Darío, Lugones, Vallejo, Neruda, Paz, Guillen, Pales Matos, Mistral, Agustini, Ibarbourou, Borges.
Prerequisite: Spanish 202 or equivalent.
3 Lect Hrs, 3 Credits

Department of Spanish and Portuguese

Span 467
Contemporary Spanish-American Fiction
Mr Navas-Ruiz
A study of contemporary Spanish-American fiction starting around 1910. Attention is paid to the so-called criollista novel, the novel of the Mexican Revolution, and such movements as avant-garde, magic realism, metaphysical fantasy and social realism. Authors included are Azuela, Gallegos, Guiraldes, Rivera, Quiroga, Arguedas, Borges, Asturias, Garcia Marquez, Rulfo, Carpentier, Fuentes, Cortazar.
Prerequisite: Spanish 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 468
The Caribbean
Mr Barradas
A study of the literature of the Hispanic Caribbean region: Cuba, Santo Domingo and Puerto Rico. Representative works of all literary genres by major Caribbean writers—Marti, Bosch, Guillen, Pales, Hostos—are studied in order to provide students with an understanding of the major cultural issues and accomplishments of this Latin American cultural area.
Prerequisite: Spanish 202 or equivalent.
3 Lect Hrs, 3 Credits

Span 478
Independent Study
Staff
For majors who wish to study a special subject not covered in regular departmental courses. The student must first present his or her idea to a member of the faculty. A detailed plan of study (including a reading list, scheduled consultations, and a statement about examinations and/or required papers) must then be presented by the faculty member for departmental approval *before the registration period preceding the semester in which the student wishes to do the independent study.* May be taken only once except where special permission is granted by the department.
Prerequisite: Span 202 or equivalent.
Hrs by arrangement, 3 Credits

Span 479
Independent Study
Staff
Under very special circumstances, the department may grant special permission to a major to take a second course of independent study, following the procedures outlined for Span 478.
Prerequisite: Span 202 or equivalent.
Hrs by arrangement, 3 Credits

Span 480
Studies in Hispanic Literature
Staff
Special topics or individual authors; topics vary from year to year.
3 Lect Hrs, 3 Credits

Span 481
Senior Seminar
Staff
Guided research projects in Spanish or Spanish-American literature. Students are admitted to the seminar upon recommendation of the supervising professor and with permission of the department.
Prerequisite: Senior standing.
3 Lect Hrs, 3 Credits

Span 491
Honors Thesis
Staff
A paper written under the supervision of a member of the Spanish Department and with permission of the department. See requirements under "Honors."
Prerequisite: At least two advanced literature courses beyond Span 350 and 351.
Hrs by arrangement, 3 Credits

Port 101
Elementary Portuguese I
Ms Slover
Acquisition of basic skills in comprehending, speaking, reading and writing using the audio-lingual approach. Weekly laboratory attendance and assignments required.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Port 102
Elementary Portuguese II
Ms Slover
A continuation of Port 101. Acquisition of basic skills in comprehending, speaking, reading and writing using the audio-lingual approach. Weekly laboratory attendance and assignments required.
Prerequisite: Port 101 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Port 201
Intermediate Portuguese I
Ms Slover
Further development of language skills, with readings in Portuguese and Brazilian literature and civilization.
Prerequisite: Port 102 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 1 Lab Hr, 3 Credits

Port 202
Intermediate Portuguese II
Ms Slover
A continuation of Port 201. Further development of language skills, with readings in Portuguese and Brazilian literature and civilization.
Prerequisite: Port 201 or equivalent.
Distribution Area: Foreign Languages.
3 Lect Hrs, 1 Lab Hr, 3 Credits

Port 304
Advanced Portuguese
Ms Slover
Intensive work in conversation and composition, and mastery of these skills.
Prerequisite: Port 202 or equivalent.
3 Lect Hrs, 3 Credits

Port 315
Modern Brazilian Literature
Staff
Twentieth century Brazilian literature from modernism to the present day. Conducted in Portuguese. Fulfills a requirement for Latin American Studies Program.
Prerequisite: Port 202 or equivalent.
3 Lect Hrs, 3 Credits

Port 320
Nineteenth Century Portuguese Literature
Staff
Readings from Garrett, Camilo, Antero de Quental, Julio Diniz, and Eça de Queiroz. Discussion of the literary characteristics of Portuguese Romanticism and Realism, as well as the political movements with which they were associated. Conducted in Portuguese.
Prerequisite: Port 202 or equivalent.
3 Lect Hrs, 3 Credits

Port 321
Twentieth Century Portuguese Literature
Staff
A selection of prose fiction and poetry from the most important literary movements of the century—*saudosismo, Presenca,* social realism, and personalism. Discussion of the stylistic strategies developed especially in the fifties and sixties to counter institutional censorship. Conducted in Portuguese.
Prerequisite: Port 202 or equivalent.
3 Lect Hrs, 3 Credits

Port 375
Brazilian Civilization
Ms Slover
A general survey of Brazil, tracing the evolution of cultural, economic, political, and social structures from colonial times to the present. The course discusses the distinctions and similarities in the development of Portuguese America and Spanish America. Readings include historical source material, novels, and modern studies on Brazil. Conducted in English. Fulfills a requirement for Latin American Studies Program.
3 Lect Hrs, 3 Credits

Department of Spanish and Portuguese

Port 479
Independent Study
Staff
For majors who wish to study a special subject not covered in regular departmental courses. The student must first present his or her idea to a member of the faculty. A detailed plan of study (including a reading list, scheduled consultations, and a statement about examinations and/or required papers) must then be presented by the faculty member for departmental approval *before the registration period preceding the semester in which the student wishes to do the independent study.* May be taken only once except where special permission is granted by the department.
Prerequisite: Port 202 or equivalent.
Hrs by arrangement, 3 Credits

Port 480
Studies in Luso-Brazilian Literature
Ms Slover
Special topics or individual authors; topics vary from year to year. *Prerequisite: Port 202 or equivalent.*
3 Lect Hrs, 3 Credits

Technical Writing (Computer Science) Program

Director

Associate Professor John Brereton

The Program

Technical writers translate scientific research into clear, correct, unambiguous English. Computer manufacturers in metropolitan Boston are hiring college graduates to write manuals on how to use their programming languages and hardware. The Program in Technical Writing (Computer Science) prepares students for these careers by linking the Department of English offerings in expository writing with courses from the Department of Mathematics and Computer Science, and with an internship in the industry.

Requirements

Admission

To be eligible to apply for the program, students must be working toward the BA or BS degree in any department* and must submit for evaluation two five-page essays from college courses. The level of writing needed for the program is "professional" in quality, higher than that required by the CAS Writing Proficiency Examination.

Courses

Students admitted to the program are required to take the following sequence of courses:
Engl 306 (Advanced Composition)
CS 110p (Introduction to Computing, Pascal)**
CS 210 (Intermediate Computing with Data Structures)
CS 240 (Computer Architecture I)
An elective in Communication, English, Mathematics, or Computer Science, to be approved by the program director.

When the student is close to completing this requirement, he or she will be offered an internship at a computer firm, which will give three hours of pass/fail credit (Engl 476) for a minimum of fifteen hours of weekly work on the job and an on-campus seminar once every other week. In the internship, students will work on actual technical writing assignments, and will be supervised in the same manner as new employees. The internship will allow students to adapt their training in writing and computer science to the conditions of a job: the pressures of deadlines, the requirements of clients or supervisors, and above all, the indeterminacies of new and complex information.

*The program is also open to non-degree-seeking students. Please consult the director for further information.
**Please see the Mathematics and Computer Science section of this publication for complete information on prerequisites for this course.

Transfer Credit Policy

Students should consult the program director to request credit for appropriate courses taken at other institutions.

Information

Further information is available from the Department of English.

Department of Theatre Arts

Faculty

Louis E Roberts, Associate Professor and Chairperson; Associate Professor Robert R Evans; Lecturer David Fox

The Department

The Theatre Arts Department at UMass/Boston introduces students to the lively art of theatre in all its myriad forms. It provides sufficient knowledge, ability, and experience for graduates to pursue further study or training, to enter the expanding world of regional theatre, to teach and direct theatre in schools, and to become active members of the theatre community. Special interest clusters within the program are available in the areas of dramatic literature and criticism, performance (acting and directing), design and technical theatre, and writing for the theatre.

Requirements

The Major

Required courses for a major in theatre arts include:
ThrArt 111 (Traditions of Western Drama)
ThrArt Z123 (Stagecraft I) *or*
ThrArt Z223 (Stagecraft II)
ThrArt Z235 (Introduction to Directing I) *or*
ThrArt Z236 (Introduction to Acting I)
ThrArt Z230 (Workshop in Drama) (2)

Two courses in dramatic literature offered by the Theatre Arts Department; one course in dramatic literature offered by another department; three advanced courses in the Theatre Arts Department (300 level or above).

In all, a minimum of eleven semester courses in theatre arts is required for graduation.

The Minor

Required courses include:

1. One course from among the following:
   ThrArt 111 (Traditions of Western Drama)
   ThrArt 121 (Styles and Techniques of Comedy)
   ThrArt 122 (Styles and Techniques of Tragedy)
2. One course from among the following:
   ThrArt Z123 (Stagecraft)
   ThrArt Z125 (Speech and Movement)
   ThrArt Z126 (Speech/Oral Interpretation)
   ThrArt Z235 (Introduction to Directing I)
   ThrArt Z236 (Introduction to Acting I)
   ThrArt Z250 (Introduction to Playwriting)
   ThrArt Z260 (Introduction to Scene Design)
   ThrArt Z261 (Introduction to Costume Design)
3. ThrArt 226 (Play Reading)
4. ThrArt 230 (Workshop in Drama)

5,6. Two courses at the 300-400 level:

In all, a total of six courses in the Theatre Arts Department.

Honors

Majors who have shown extraordinary ability and accomplishment, and who have a minimum 3.0 cumulative average and a 3.5 in Theatre Arts, have the opportunity to do an Honors Project in ThrArt 479. Students should apply in the second semester of their junior year. The Honors Project must be approved by the Honors Committee of the department and must reflect a high level of competency in an area of theatre arts of particular interest to the student. It might take the form of a research paper on theatre history, a design project, an original play, or an extended work of dramatic analysis or criticism. The student will make a formal presentation and defense of the completed project before the Honors Committee. Honors in Theatre Arts will be awarded by the Honors Committee on the basis of overall academic performance and the work done on the Honors Project.

Transfer Credit Policy

At least six courses must be taken within the department at UMass/Boston. Students wishing to transfer credit should consult with the department.

Special Programs

Nantucket Program

In addition to courses offered in the Summer Session at the Downtown Center and Harbor Campuses, the Theatre Arts Department offers the equivalent of a full semester's credit in special courses and programs on Nantucket Island during July and August. Each summer the program focuses on a particular area of theatre and is designed to expand upon and enhance the department's regular offerings.

Internship Program

On occasion, qualified upper class students may receive academic credit for work in theatre outside the University. Consult catalog listing under "ThrArt 435 (Internship Program)."

Creative Writing Program

The Theatre Arts Department participates with the English Department in a Creative Writing program open to both matriculated and non-degree-seeking students. Theatre arts courses in writing for the stage, screen, and television are included in this program.

ThrArt C130
Understanding Dance
Staff
The study of contemporary dance as an art form. The various points of view about dance among the major dance artists of this century including Duncan, Nijinsky, Graham, Tharp and Balanchine among others. The ways choreographies deal with the materials of dance: choreography as a craft considering elements of space, time, weight, and design. Some issues common to all the arts. Lectures, slides, films, readings, discussion, writing and class studio practice will focus on ways of looking at dance as well as developing a critical perspective on it.
Distribution Area: The Arts.
3 Credits

ThrArt 111
Traditions of Western Drama
Mr Evans, Mr Fox
The intellectual content, designs, and techniques of the drama of the Western world, from the classic Greek to the contemporary European and American theatres. Emphasis on the cultural environment of each major period and locale of the drama in relation to the theatre and its public.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

ThrArt 121
The Styles and Techniques of Comedy
Mr Fox
A study of the comic form, emphasizing the differing styles, techniques, motivations, and degrees of effectiveness of various exemplary comic playwrights, particularly in relation to their audiences, actors, and theatre architectures.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Department of Theatre Arts

ThrArt 122
The Styles and Techniques of Tragedy
Mr Fox
The evolution of the tragic form, emphasizing the differing styles, techniques, motivations and degrees of effectiveness of various exemplary tragic playwrights, particularly in relation to their audiences, actors, and theatre architectures.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

ThrArt Z123
Stagecraft I
Staff
An introduction to and exploration of stage facilities and skills, emphasizing skill-development in the uses and choice of tools. Materials and procedures necessary for scenic and property execution; includes lab work in department productions.
3 Lect Hrs, 3 Credits

ThrArt Z125
Speech and Movement
Staff
Basics of voice-training, diction-improvement, diaphragmatic breathing, movement work for the stage; characterization-movement and movement to develop stage presence.
3 Lect Hrs, 3 Credits

ThrArt Z126
Speech and Oral Interpretation
Staff
Study of principles of speech and oral interpretation, emphasizing the analysis, preparation, and oral presentation of literary materials.
3 Lect Hrs, 3 Credits

ThrArt 200
Musical Theatre
Staff
An introduction to styles, kinds, and techniques of performance in musical theatre, from early mime through commedia dell'arte, opera and operetta, and modern musical comedy. Vocal and movement training, scene work and musical numbers developed, as well as semester projects of musical performances.
Distribution Area: The Arts.
3 Lab/Lect Hrs, 3 Credits

ThrArt 212
Theatre of Social Protest
Mr Roberts
Historical survey of the use of the theatre to challenge the values of society. The techniques of staging used in different periods to reveal conflict in society, to dramatize contemporary issues, and to influence public opinion.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

ThrArt 213
American Theatre Before O'Neill
Mr Evans, Mr Fox, Mr Roberts
A survey of American drama from before the revolution until the advent of O'Neill on Broadway in 1920. Emphasis is placed upon the relation of individual plays to American theatrical, political, and social history.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

ThrArt 214
American Theatre Since O'Neill
Mr Evans, Mr Roberts
The rise and decline of the great period in American playwriting and production. Emphasis on the Broadway theatre as a mirror-image of the ideas and events of American contemporary history since World War I.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

ThrArt 215
Mid-Twentieth Century Drama
Mr Evans, Mr Roberts, Staff
The ideas, values, and techniques of the contemporary theatre as reflected in modern styles of stage production.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

ThrArt Z216
Elizabethan Stage
Mr Roberts
Study of Elizabethan stage techniques as revealed in plays by Marlowe, Shakespeare, Jonson and Webster.
3 Lect Hrs, 3 Credits

ThrArt 218
Modern European Drama
Mr Evans, Mr Fox, Mr Roberts
A study of late nineteenth, early twentieth century theatre in Europe that marked the beginning of naturalistic, realistic, and symbolic drama, and created a revolution in directorial, scenic, and performance techniques. Plays are presented as scripts to be produced. Students create production books integrating all facets of theatrical expression.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

ThrArt 220
Black Theatre in America
Staff
An exploration of the history of black theatre from its beginnings to the present, as related to and reflective of American society. An extension of the historical understanding of theatre related to society; a study of an artistic tradition influencing American theatre practices.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

ThrArt Z223
Stagecraft II
Staff
A study of the tools, equipment, and procedures necessary in theatrical graphics, lighting and sound production. Includes lab work in department productions and individual projects.
3 Lect Hrs, 3 Credits

ThrArt Z224
Play Production I
Staff
A study of the process of producing a theatrical event, emphasizing the selecting and training of the production staff, budgeting, and promotion. Lab work includes supervisory roles in department productions.
3 Lect Hrs, 3 Credits

ThrArt Z225
Play Production II
Staff
Further exploration of the process of producing theatre, emphasizing organization of personnel and facilities for touring and for repertory.
Prerequisite: ThrArt Z123 or Z224.
3 Lect Hrs, 3 Credits

ThrArt 226
Play Reading
Mr Roberts
Decoding a script—interpretation of playwright's intention; director's function; designer's vision; actor's creation. Emphasis on vocal characterization in readings done by the class of a variety of plays—mostly short, some original, some unproduced.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

ThrArt Z230
Workshop in Drama
Mr Fox, Mr Roberts
This course culminates in a fully staged, fully mounted production. It is also designed to study the connection between the text and the performance of a play. Attention is given to the playwright, to the time, and to the production history. Production is presented to the University and general community. Note: ThrArt Z230 must be repeated (for credit) by theatre arts majors. Other students need not repeat the course.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Department of Theatre Arts

ThrArt Z232
Modern Dance Theatre Workshop
Staff
Different colors, textures, rhythms, and images expressed in body movement. The final project is a movement-dance-theatre piece incorporating all the techniques experienced in class.
3 Lect Hrs, 3 Lab Hrs, 3 Credits

ThrArt Z234
New Theatre Strategies
Mr Roberts, Staff
Works in a new theatrical direction: the evolution of a theatre piece from a theme or group of themes rather than from a script. Students are involved in all aspects of the collective process of formulating drama from the interaction of a group. Structured and directed by the instructor.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

ThrArt Z235
Introduction to Directing I
Mr Evans, Mr Fox
The director as creator of the vision of the whole play and all its elements: acting, lighting, stage design, styles of theatre, script breakdown, production notebook, slow, careful work in directing small scenes.
3 Lect Hrs, 3 Credits

ThrArt Z236
Introduction to Acting I
Mr Fox, Staff
Dramatic form as required in acting. A survey of various styles: Greek, Elizabethan, Restoration and Modern; the actor's function, with emphasis on recently evolved methods of acting, and on preparation of scenes in class.
3 Lect Hrs, 3 Credits

ThrArt 240
Women in Theatre
Staff
Plays by and about women; the history of women in theatre, supplemented by visits with women employed in the theatre. The changing role of women in society as reflected in drama and in literature.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

ThrArt Z245
Creative Drama for Children
Staff
Students learn creative drama techniques, learn to teach drama to children of various ages, and actually teach in the community's schools. Emphasis on expression of creative energies, bodies, voices, emotions, theatre games, rather than on mounting plays.
3 Lect Hrs, 3 Credits

ThrArt Z250
Introduction to Playwriting
Mr Roberts
Designed for students who are interested in the theatre, but not primarily in playwriting itself, to gain knowledge of considerations relating to the creation of a script and to the reading of scripts. Recommended for all students interested in acting and directing.
3 Lect Hrs, 3 Credits

ThrArt Z251
Playwriting I
Mr Roberts
Writing for the theatre, including examinations of model one-act and three-act plays by major contemporary writers; selected readings on the craft of playwriting; and the completion of an original play begun in class.
3 Lect Hrs, 3 Credits

ThrArt Z260
Introduction to Scene Design
Staff
Theatre as art form in cultural and popular expression—function of the designer, application of elementary scenery as given in stagecraft classes, methods of pictorial representation; survey of architectural styles as applied to stage scenery, and of historical design for the stage.
3 Lect Hrs, 3 Credits

ThrArt Z261
Introduction to Costume Design
Staff
The theatre as incorporation of the history of fashion and costume design. A theoretical approach to designing costumes for the theatre and film. An introduction to the uses of color, scale, and general design elements as they apply to stage costuming, qualities of fabric, basic cutting and draping, in stage costumes.
3 Lect Hrs, 3 Credits

ThrArt Z265
Television Production
Staff
An exploration and evaluation of techniques of television production, with particular emphasis on common industry practices.
3 Lect Hrs, 3 Credits

ThrArt Z275
Introduction to Screen and Television Writing
Staff
An introduction to the art and the technical aspects of writing scripts for film and television. Involves analyses of screenplays; study of screen writers past and present, the relationship between director and writer, aesthetics of film writing. Project: the completion of a full-length screenplay from first treatment (synopsis) through first and second drafts and final script.
3 Lect Hrs, 3 Credits

ThrArt 300
Seminar in the Scenic Imagination
Mr Roberts
The creative principles of stage production, based on an analysis of the playscript in its relation to stage action, setting, costumes, and lighting. Study of scenic metaphor and a review of historical forms of staging, with emphasis on modern styles from naturalism to absurdism and epic theatre.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

ThrArt 301
Seminar in Contemporary American Playwrights
Staff
Analysis of the art of a major living writer of the American stage; the history of the plays and their production; critical response; contribution of this body of drama to the American theatre and society. In most cases students consult with the playwright and/or those who have worked with him or her.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

ThrArt 320
Shakespearean Acting
Mr Roberts
Specialized study of Shakespearean plays based on historical awareness of acting styles and techniques employed since the sixteenth century. Students create a broad range of characters in a variety of scenes from Shakespeare.
3 Lect Hrs, 3 Credits

ThrArt 335
Introduction to Directing II
Mr Roberts, Staff
Advanced work in directing, including the mounting of scenes and one-act plays.
Prerequisite: ThrArt 235.
3 Lect Hrs, 3 Credits

ThrArt 336
Introduction to Acting II
Mr Fox, Staff
Advanced work in acting, including the mounting of scenes and one-act plays.
Prerequisite: ThrArt 236.
3 Lect Hrs, 3 Credits

ThrArt 351
Playwriting II
Mr Roberts
Writing for the theatre, with emphasis on the three-act form. Students will construct a scenario and will complete a draft of an original three-act play.
Prerequisite: ThrArt 251.
3 Lect Hrs, 3 Credits

Department of Theatre Arts

ThrArt 355
Lighting Design
Staff
The principles and techniques of illumination for the stage.
3 Lect Hrs, 3 Credits

ThrArt 360
Advanced Design
Staff
Advanced techniques in the scene sketch, models for scenery, interpretations of the differing styles required for plays, opera, ballet, musical comedy, etc. Sketches, ground plans, and one major design project to be executed during the term.
Prerequisite: ThrArt 260 or permission of instructor.
3 Lect Hrs, 3 Credits

ThrArt 404
Advanced Directing
Mr Roberts, Staff
Advanced work on special class projects in a laboratory situation. The mounting of small scenes and plays.
Prerequisites: ThrArt 235 and 335 and permission of instructor.
3 Lect Hrs, 3 Credits

ThrArt 435
Theatre Arts Internship
Staff
Designed to enable theatre arts majors to earn 6 Credits for a semester's internship in communication arts or in commercial or other working theatres outside the University.
Prerequisites: Junior standing as a theatre arts major, completion of most major requirements including workshops, and permission of instructor and chairperson.
Hrs by arrangement, 6 Credits

ThrArt 436
Advanced Acting
Mr Roberts, Staff
Advanced work on selected projects with special attention to the individual actor's needs. Scene work, script breakdown, and development of a character.
Prerequisites: ThrArt 236 and 336.
3 Lect Hrs, 3 Credits

ThrArt 478, 479
Independent Study
Staff
Open only to a limited number of students in any one semester. Research, study and participation in theatre projects outside the classroom involving consultation with a faculty advisor. A written prospectus is required.
Prerequisites: Permission of instructor and chairperson.
Hrs by arrangement, 1-3 Credits

ThrArt 481
Selected Topics
Staff
The study of different areas within the field of theatre arts preparation. Courses vary each semester and are announced during pre-registration periods.
3 Lect Hrs, 3 Credits

Urban Studies Program

Director

Professor Murray Frank

The Program

The Urban Studies Program offers students the opportunity to pursue this interest as an adjunct to their regular departmental major. According to their particular educational career goals, students may choose from 35 different courses, mainly or wholly addressed to urban issues, from many CAS and CPCS departments and programs. The program's curricular offerings are strongly weighted toward the study of contemporary American urban society, and of the Boston metropolitan area in particular, but the program also provides for broad historical and cross-cultural study of the world's great variety of urban forms. Urban Studies offerings permit students to familiarize themselves with the wide range of theoretical perspectives, methodologies, and substantive findings that have resulted from the investigation of cities by the various liberal arts disciplines. Through its internship program and several of its courses, the program also offers students opportunities to gain practical field experience that may further their career goals. The program is also open to non-degree-seeking students, who receive a certificate of completion.

Urban Studies Program

Requirements

Electives

Students are required to take at least six courses from the approved list of urban studies electives (see below). No more than three courses may be taken from any one department.

Elective Distribution Requirement

All students must distribute their electives so that they take at least three from Group A. The remaining electives may include any from Group A or Group B (see below).

Senior Requirement

Before the end of their senior year, all students must take *either* Urban Studies 489 (Directed Senior Research in Urban Studies) *or* Urban Studies 490 (Practicum in Urban Studies).

List of Approved Electives

Group A

Anth E252 (Urban Anthropology)
Art 330 (Studies in the History of Architecture)
Econ 213 (Urban Economics)
Econ 243 (Political Economy of Black America)
GES 375 (Urban Planning)
Hist 376 (American Urban History)
Psych 232 (Community Psychology)
PolSci 341 (Metropolitan Politics)
PolSci 344 (Problems in Urban Politics)
Sociol E211 (The Urban Community)

Group B

CAS Courses

AmSt L421 (Engl L421) (The City in American Literature and Culture)
AmSt 305 (The Immigrant Experience)
Anth 258 (Anthropology and Social Issues)
Art 254 (American Architecture)
Art 339 (Twentieth Century Architecture)
Biol 604 (Biology of Cities)
BlkSty 320 (Problems in Urban Education)
BlkSty 410 (Black Urban Politics)
Econ 155 (Statistical Methods)
Econ 318 (Economics of State and Local Government)
Hist 379 (The US in the Twentieth Century, 1900 to 1937)
Hist 380 (The US in the Twentieth Century, 1937 to the Present)
Hist 395 (History of Boston)
LatAm 301 (Hispanics in Urban America)
Psych 234 (Nature of Prejudice)
Psych 237 (Community Health Care)
Psych 291 (Environmental Psychology)
Sociol 200 (Human Service Organizations)
Sociol 231 (Social Stratification)
Sociol 321 (Racial and Ethnic Relations)

CPCS Courses

Concepts of Community
State and Federal Programs
Community Needs Analysis
Community Decision Making
Community Plan Making

Other Requirements

To successfully complete the program, students must achieve a minimum overall GPA of 2.0 in their course work.

A maximum of two courses taken Pass/Fail may be counted toward program requirements.

Transfer Credit Policy

A maximum of three transfer courses, upon evaluation and approval by the Program Committee, may be applied toward fulfillment of program requirements.

Urban Studies 480
Special Topics
Staff
Intensive study of topics in urban studies. Course content and credit varies each semester and is announced during the preregistration period.
Hrs by arrangement, 1-3 Credits

Urban Studies 489
Directed Senior Research in Urban Studies
Staff
A course of independent interdisciplinary research, library and/or field-based, under the supervision of urban studies faculty, centering on a problem or issue in urban studies. Enrollment limited to registrants in the CAS Urban Studies Program. Not open to students who have taken Urban Studies 490.
Prerequisites: Senior standing, and permission of instructor.
3 Lect Hrs, 3 Credits

Urban Studies 490
Practicum in Urban Studies
Mr Frank
Supervised field placement entailing work on an issue, problem, concept, or process in urban studies. Conferences with course instructor, periodic seminar meetings, and appropriate written work required. Not open to students who have taken Urban Studies 489. Under special circumstances, and with the approval of the program director, this course may be repeated once.
Prerequisites: Three urban studies courses (see list of approved electives above), junior or senior standing, and permission of instructor.
Hrs by arrangement, 3-6 Credits

Women's Studies Program

Faculty

Ann Froines, Program Director and Instructor; Associate Professors Jean Humez, Catherine Manton, Elaine Morse

The Program

Women's Studies is an interdisciplinary academic program offering both the major and a 21-credit program of study. A major in Women's Studies may be combined with a second major in another discipline or field. The Women's Studies Program is also open to non-degree-seeking students, who may earn a certificate for completion of the program of study. The program includes introductory and intermediate courses for students who have a general interest in understanding how the roles of women are changing in contemporary society, as well as advanced courses designed for students undertaking intensive study in the field.

An interdisciplinary field inspired by the social movement for women's equality, Women's Studies consists of research, writing, publishing, and teaching about women's lives and about gender in society. A major goal of the program is to encourage students to develop a critical understanding of the status of women. Through academic advising, internships, and independent studies, the program also provides assistance to students in developing useful skills, educational goals, and career plans.

The program's faculty and students work together to bring the history and perspectives of women of different cultures, color, and backgrounds into the courses; to learn about women's artistic, intellectual, and political accomplishments; and to integrate the new theories about women in society with the actual experience of women in community life.

The Women's Studies Program sponsors extracurricular activities including forums, workshops, and conferences. The Women's Studies Resource Center, a small reference library open to the university community, provides work-study positions for students. Students help plan the program's activities and serve on the Women's Studies Advisory Board.

Women's Studies students include women and men of different ages from a variety of backgrounds. The program values the diversity of its students and encourages both students and faculty to be critical of social stereotyping of all kinds.

The Curriculum

The Women's Studies curriculum consists of program-based courses (WoSt), and selected courses in the other programs and departments of the College of Arts and Sciences (department-based). In addition, the program lists each semester a number of department-based "related courses." These have been determined to contain substantial material on women and/or gender, and to allow women's studies students to choose paper topics or projects in these areas.

Introductory Core Courses

The program offers two introductory-level courses highly recommended as first courses in Women's Studies: WoSt C100 (Women and Society), and WoSt C150, (Women, Culture and Identity). Each provides a good foundation for intermediate and advanced work in women's studies. Both fulfill core requirements of the College of Arts and Sciences, in different distribution areas.

Themes in the Women's Studies Curriculum.

Students pursue a broadly interdisciplinary course of study with an emphasis or specialization in one of the following areas:

A. Gender in Society (Social and Behavioral Sciences emphasis)

Program-based courses:

WoSt 180a (Women, Work and Stress)
WoSt 180b (Women and Addictions)
WoSt 230 (Women in Pre-Industrial Society)
WoSt 250 (Women and Aging)
WoSt 260 (Women's Health Care)
WoSt 270 (Native American Women)
WoSt 330 (Women and Public Policy)
WoSt 340 (Women in African Cultures)
WoSt L355 (Women in the Third World) (Sociol L355)
WoSt 375 (Dynamics of Discrimination)
WoSt 420 (Feminist Therapy)

Department-based courses:

Anth 355 (Anthropology of Sex Roles)
Econ 392 (Women's Economic Roles)
Econ 394 (Sex Segregated Labor Markets)
LawJus 103 (Minicourses: Battered Women, Women's Self-Defense)
Psych 236 (Psychology of Women)
Sociol 310 (Socialization)
Sociol 382 (Social Psychology of Sex Roles)
Sociol 480 (Sociology of Urban Social Services)
Sociol 485 (Seminar on Single Parent Families)

B. Women in Historical and Political Perspective (History, Philosophy, and Political Science emphasis)

Program-based courses

WoSt C275 (Women in European Thought and Literature)
WoSt 230 (Women in Pre-Industrial Society)
WoSt 330 (Women and Public Policy)
WoSt 340 (Women in African Cultures)
WoSt L355 (Women in the Third World) (Sociol L355)
WoSt 360 (American Women's Autobiographies)
WoSt 400 (Feminist Thought)

Department-based Courses

AmSt 210 (American Dreams, American Realities)
AmSt 410 (Pioneer Women and Men)
AmSt 413 (The "New Woman" in the US, 1900-1920)
Engl 357 (Afro-American Women Writers)
Hist C220 (Family in the United States)
Hist 393 (Social History of Women)
Hist 394 (Women in Social Movements)
Hist 446 (History of Feminist Thought)
LawJus 302 (Sex Variant Law)
Phil 230 (Philosophy and Feminism)
Phil 287 (Equality)
PolSci 465 (Women and Revolutions)

C. Woman's Image and Expression (Arts, Communication, and Literature).

Program-based courses

WoSt C275 (Women in European Thought and Literature)
WoSt 200 (Twentieth-century Women Writers)
WoSt 220 (Women and the Media)
WoSt 240 (Women and Folklore)
WoSt 320 (Woman's Image in Film)
WoSt 321 (Women Film Directors)
WoSt 360 (American Women's Autobiographies)

Women's Studies Program

Department-based courses

AmSt 210 (American Dreams, American Realities)
AmSt 410 (Pioneer Women and Men)
AmSt 413 (The "New Woman" in the US, 1900-1920)
Clsics 287 (Women in Greek and Roman Literature)
Clsics 390 (Heroines of Greek Drama)
Engl 216 (Writing As Women)
Engl 313 (Gay and Lesbian Literature)
Engl 357 (Afro-American Women Writers)
Engl 412 (Women and Men in Nineteenth-Century Literature)
Engl 452 (Contemporary Women Poets)
Ger 275 (Images of Women and Men in German Literature)
Hum 283 (Images of Women in Literature)
Ital 273 (Feminine Presence in Italian Culture)
Span 324 (Women in Spanish Literature)
ThrArt 240 (Women in Theatre)

Requirements and Recommendations

The Major

1. General Requirements. A major in women's studies consists of a minimum of ten courses (or 30 credits). Five courses (or 15 credits) must be taken at the 300-level or above; six courses (or 18 credits) must be selected from the program-based curriculum (WoSt). No more than one "related" course may be counted toward the major. A maximum of 6 credits of Independent Study may be counted toward the requirements of the major.

2. Admission and Prerequisites. Students are encouraged to declare a women's studies major in their sophomore or junior year. It is strongly recommended that all students begin the program of study with one of the two introductory-level core courses, WoSt C100, Women and Society, or WoSt C150, Women, Culture and Identity. With the approval of the program director or a faculty advisor, students may also begin the program with intermediate courses.

3. Transfer Credit Policy. Transfer students may count up to 9 credits of course work taken elsewhere toward the major. Transfer students should make an appointment with the program director to discuss appropriate entry-level courses to take.

4. Thematic Specialization Requirement. Students must complete a minimum of three courses from one of the curricular "theme" areas: A. "Gender in Society"; B. "Women in Historical and Political Perspective"; or C. "Woman's Image and Expression". Note: this cluster should not include courses which are also being used to satisfy other specific requirements. Alternatively, with faculty advisor approval, students may design their own three-course specializations within the major.

5. Multicultural Awareness Requirement. All women's studies majors are required to take at least one of the following courses, which center on the perspectives and experience of women in non-Western cultures or women from ethnic and racial subcultures in Western societies.

   WoSt 230 (Women in Pre-Industrial Society)
   WoSt 270 (Native American Women)
   WoSt 340 (Women in African Cultures)
   WoSt L355 (Women in the Third World) (Sociol L355)
   WoSt 375 (Dynamics of Discrimination)
   Anth 355 (Anthropology of Sex Roles)
   Engl 357 (Afro-American Women Writers)

6. Feminist Thought Requirement. All majors must take WoSt 400, Feminist Thought, or an approved substitute.

7. Interdisciplinary Research Requirement. All majors must take WoSt 440, Research Seminar in women's studies, or an approved substitute (generally an upper-level course with a research project opportunity, or an Independent Study).

8. Internship/Field Experience Requirement. All students majoring in women's studies are urged to take advantage of the internship program (WoSt 490/490a) during one of their last two years. This provides the opportunity to acquire career-related skills and to test their understanding of feminist ideas in community organizations and agencies or other vocational settings. (In special cases where a field placement is impossible, students may petition the faculty advisor in writing to allow some other course to fulfill this requirement.)

The Individual Major

A major in women's studies may be designed and approved through the College's Individual Major Program. Faculty members based in the Women's Studies Program are glad to act as advisors to students wishing to design such a major. For further details on this process, see listing of Individual Major requirements, under Special Programs.

The Program of Study

1. General Requirements. To complete the program of study, students must take 21 credits (at least seven courses). Three courses (at least nine credits) must be at the 300 or 400 level, and one of the upper-level courses must be a program-based course (WoSt). A maximum of six credits of independent study may be counted toward the requirements of the program of study.

2. Admission and Prerequisites. UMass/Boston students may enroll in the program of study at any time during their undergraduate career. Non-degree-seeking students may also enroll in the Women's Studies Program, by applying to the program director; they are awarded a certificate of completion. It is strongly recommended that students begin the program of study with one of the two introductory-level courses, WoSt C100 (Women and Society), or WoSt C150 (Women, Culture and Identity). With the approval of the program director or a faculty advisor, students may also begin the program with intermediate courses.

3. Transfer Credit Policy. Transfer students may count a maximum of nine credits (three courses) taken elsewhere toward the requirements of the program.

4. Thematic Specialization. It is recommended that all students design their program to emphasize one of the three areas of interdisciplinary specialization in the curriculum.

5. Interdisciplinary Research Requirement. Students are required to complete one course with a research methods component or research project opportunity. This requirement is best fulfilled by electing WoSt 440 (Research Seminar in Women's Studies), or an approved substitute (generally an upper-level course with a research project opportunity, or an Independent Study).

6. Internship Opportunity. Juniors and seniors may earn six credits for an internship in community organizations and agencies.

Women's Studies Program

WoSt C100
Women and Society
Ms Froines, Ms Manton, Ms Morse
An introductory, interdisciplinary course recommended as a first course in women's studies. Through lectures, readings, and discussions, students examine the origins of women's oppression; female and male sex roles; marriage and the family; women workers at home and in the labor force. Students relate the course material to experiences in their own lives. Preference given to first and second year students.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

WoSt C150
Women, Culture and Identity
Ms Horsley, Ms Humez
An introductory level course examining the origins of present attitudes about women, critical analyses of women's situation in patriarchal cultures, and efforts by women to achieve a self-defined female identity. Drawing on materials from myth, religion, philosophy, anthropology, feminist analysis, literature, and autobiography, the course investigates cultural beliefs about woman's "nature" and role at different times and places, attempts to explain the origins and persistence of woman's subordination, and women's efforts to define a new identity through political and creative activity. May be taken separately from or concurrent with WoSt C100 as a first or second course in women's studies. Preference given to first and second year or transfer students.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

WoSt C275
Women in European Thought and Literature
Ms Horsley
An intermediate level study of selected representations of women and "the feminine" in western literary and philosophical traditions. Topics include origins of contemporary attitudes in Greek culture; medieval and Christian paradigms; enlightenment ideas and bourgeois ideology; feminist and woman-centered visions. Readings from drama, fiction, poetry, autobiography, and philosophical essays, including expressions of how women have viewed their own situations. Background materials on historical and social contexts are studied. An intermediate course.
Prerequisites: Sophomore standing or permission of instructor; one women's srudies course.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

WoSt 180
Mini-courses
Staff
Mini-courses on a variety of topics are occasionally taught by the staff.

WoSt 180a
Women, Work and Stress
Staff
An introductory level minicourse, which examines the relationships between women's paid and unpaid work experiences and their well-being. Drawing on material from medicine, psychology, sociology, literature and history, the course critically explores the concepts of stress, stress management, sex roles, work, wellness, and wholeness. Students are encouraged to study and evaluate their own work settings and experiences.
3 Lect Hrs, 2 Credits

WoSt 180b
Women and Addictions
Staff
An introductory level minicourse, which examines various theories of addiction and explores their adequacy for explaining and helping women deal with their troubled relationships with substances such as food, alcohol, and drugs. The course also examines the ways women's experience is affected by addictions of family, friends, and work associates, and explores the value of concepts such as dependency, addiction, co-dependency, eating disorders, workaholism, and love as an addiction. There is no prerequisite, but WoSt C100 is recommended.
3 Lect Hrs, 2 Credits

WoSt 200
Twentieth Century Women Writers: A Feminist Perspective
Ms Humez
An intermediate-level course which examines the ways women writers in this century have dealt with some important themes of contemporary feminism. These include: the special difficulties facing the woman artist; the process of female socialization and its impact on mother-daughter relationships; female adolescence, lesbianism; the need for making the lives of ordinary women a subject for study and a source of artistic creation; and rediscovery of women's collective past. Novels, short stories, some analytical essays and autobiographies are used.
Prerequisite: One women's studies course or permission of instructor.
Distribution Area: Philosophical and Humanistic Studies.
3 Lect Hrs, 3 Credits

WoSt 220
Women and the Media
Ms Humez
This course explores how the historical evolution and commercial orientation of mass communications media have helped shape the depiction of women and minorities in advertising, entertainment fictions, and news. Students learn to analyze visual imagery for its conceptual and emotional messages; to distinguish stereotypes from more complex characterizations in TV fictions; and to monitor the representations of women and other culturally subordinate groups in the print and broadcast news. Some consideration is given to the status of women and racial minorities in the communications industries.
There is no prerequisite, but WoSt C100 or C150 is recommended.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

Women's Studies Program

WoSt 230
Women in Pre-Industrial Society
Ms Morse
Through an examination of four contrasting cultures, students are introduced to the variations in women's status and situations in traditional societies. The contributions of both anthropology and feminism to the study of female power in societies are examined.
There is no prerequisite, but WoSt C100 or C150 is recommended.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

WoSt 240
Women and Folklore
Ms Turner
A study of how women's folk traditions and cultural roles have created a distinct women's folklore. Topics include women as folk artists; women's humor and other narrative forms and folk expressions; women's occupational lore; folk and supernatural beliefs about women; women as collectors of their own traditions.
Distribution Area: The Arts.
3 Lect Hrs, 3 Credits

WoSt 250
Women and Aging
Ms Manton
An interdisciplinary approach to aging processes in women. The course follows women from mid-life through old age. It examines, from a feminist perspective, the physical, psychological, social, economic, and occupational issues affecting women during the latter part of their lives. There is no prerequisite, but WoSt C100 is recommended.
Distribution Area: Social and Behavioral Sciences.

WoSt 260
Women's Health Care
Staff
This course focuses on women's concerns in relation to health. Topics include health issues unique to women (such as birth control, pregnancy, childbearing); nutrition; occupational health; health and aging; women as health workers; and the history, activities, and influence of the women's health movement. There is no prerequisite, but WoSt C100 is recommended.
Distribution Area: Social and Behavioral Sciences.
3 Lect Hrs, 3 Credits

WoSt 270
Native American Women in North America
Ms Morse
This course focuses on the lives of native North American women, in traditional societies and in contemporary life, as revealed through their life histories, the recounting of tribal history, legends and myths, art, and contemporary poetry and fiction. There is no prerequisite, but WoSt C100 or C150 is recommended.
Distribution Area: Historical and Cultural Studies.
3 Lect Hrs, 3 Credits

WoSt Z280
Special Topics in Women's Studies (Intermediate)
Staff
Selected special topics in women's studies at the intermediate level, taught by program faculty and visiting instructors.
3 Lect Hrs, 3 Credits

WoSt 320
Women's Image in Film
Ms Dittmar
An in-depth study of women's portrayal in narrative cinema, the course explores ways film as an art form reflects and affects the social, political and cultural construction of Woman. It examines both traditional images of women and the portrayal of women struggling to reassess and redefine their roles and their sense of self. Drawing on current scholarship in film theory, and especially in feminist film theory, the course emphasizes the relation between cinematic technique and narrative content.
Prerequisites: WoSt C100 or C150, and Engl 102 or equivalent.
4-5 Lect Hrs, 3 Credits

WoSt 321
Women Film Directors
Ms Dittmar
This course spans eight decades of women's work as film directors. While it largely unfolds chronologically, starting with the silent era and concluding with contemporary films, within this framework it is organized so as to focus on narrative, documentary, and avant-garde films as separate categories. It pays special attention to the ways cinematic form and thematic content come together, at specific historic moments, in women's cinematic rendition of their experience. There are no prerequisites, but Art 265 or WoSt 320 is recommended.
4-5 Lect Hrs, 3 Credits

WoSt 330
Women and Public Policy
Ms Froines
Examination of a number of current United States public policy issues of particular concern to women, including employment discrimination, poverty and welfare, child care, and violence aganst women. Exploration of how women's organizations (community, trade union, and feminist) have helped shape these public policies in the last 25 years. Consideration of how the factors of race and age discrimination affect the debate on these issues.
Prerequisite: WoSt C100 or C150.
3 Lect Hrs, 3 Credits

WoSt 340
Women in African Cultures
Ms Morse
This course focuses on the daily lives of women in traditional and contemporary African societies from a feminist perspective. Topics include modes of production and gender; marriage, kinship and family roles; women's roles in national liberation struggles.
Prerequisites: Junior standing, and either WoSt 230 or Anth 355; or permission of instructor.
3 Lect Hrs, 3 Credits

Women's Studies Program

WoSt L355 (Sociol L355)
Women in the Third World
Ms Froines, Ms Morse, Ms Stichter
This course examines the way social change and industrial development in contemporary Third World societies is affecting women. Topics include the changing division of labor in rural areas, the employment of women in multinational corporations, women in the informal sector, women and population policies, changing family structures, poverty and female-headed families, and the impact of foreign and multilateral aid programs. The course also considers the nature of women's organizing for economic self-help and for social and political change. There are no prerequisites, but junior standing and two women's studies courses are recommended.
3 Lect Hours, 3 Credits

WoSt 360
American Women's Autobiographies
Ms Humez
A group of life-stories by American women are read and analyzed, both as examples of female self-expression and as sources for studying women's past in America. Through a semester-long research project, students have the opportunity to do original research in American women's history and self-expressive traditions.
Prerequisites: Junior standing; one women's studies course; one 200-level course in history, English, or American studies; or permission of instructor.
3 Lect Hrs, 3 Credits

WoSt 375
Dynamics of Discrimination
Ms Manton
Explores the effects of racism, sexism, and homophobia (fear of homosexuality) on our personal lives and our social institutions. It combines a small group setting (in which students will be expected to share their personal life experiences of discrimination) with literary/theoretical study of this topic.
Prerequisites: Junior standing and one women's studies course, or permission of instructor.
3 Lect Hrs, 3 Credits

WoSt 400
Feminist Thought
Staff
The ideas and writings of prominent and influential contemporary feminist thinkers are analyzed. Specific topics areas vary from semester to semester. The course is taught as an upper level seminar for students in the program and individual majors.
Prerequisites: Junior level; at least three Women's Studies courses.
3 Lect Hrs, 3 Credits

WoSt 420
Feminist Therapy
Ms Manton
After a brief examination of traditional (psychoanalytic) and humanistic (counseling) views of emotional health in women, participants study in-depth treatments and clinical applications of feminist therapy that emphasize helping a woman realize how her own power as an individual is inextricably bound to the collective power of women as a group.
Prerequisites: Junior standing; WoSt C100 or equivalent; Psych 236 is strongly recommended though not required.
3 Lect Hrs, 3 Credits

WoSt 440
Research Seminar in Women's Studies
Ms Humez, Ms Disch
Through readings, guest lectures, discussions, and small-scale projects, students learn to use and to evaluate critically some basic research tools in the humanities and social sciences, as they can be applied to the interdisciplinary study of women and gender. Consideration is given to new research approaches being developed by feminist researchers, as well as to the relationship between research and the political movement for women's rights.
Prerequisites: Junior standing and two women's studies courses, or permission of instructor.
3 Lect Hrs, 3 Credits

WoSt 478
Independent Study
Staff
Open to a limited number of students each semester. A written prospectus must be formulated with the instructor.
Prerequisite: Permission of instructor.
Hrs by arrangement, 3 Credits

WoSt 479
Independent Study
See WoSt 478.

WoSt 480
Special Topics
(Advanced)
Staff
Selected topics in women's studies, taught by staff or visiting lecturers.
Prerequisites: Junior standing and one women's studies course, or permission of instructor.
3 Lect Hrs, 3 Credits

WoSt 490
Internship in Women's Studies
Ms Froines
A seminar which must be taken concurrently with WoSt 490a. Internship students apply their theoretical understandings in women's studies to practical experiences in supervised volunteer work. Topics include theoretical issues relevant to placements in a human service agency or social change organization; evaluation of basic skills learned in field work; and career development exercises. An oral presentation and two papers are required. Topics are integrated with discussions of students' on-site work. Open to a maximum of 12 students each semester.
Corequisite: WoSt 490a.
Prerequisites: Junior standing and two women's studies courses; and permission of instructor.
3 Lect Hrs, 3 Credits

WoSt 490a
Field Placement
Ms Froines
For eight to fifteen hours each week, students participate, usually on a volunteer basis, in a supervised field placement with a women's organization, alternative institution, or an agency offering services to women and the family. Students must secure their placement one month prior to the beginning of the semester in which they plan to enroll in the course. Graded on a pass/fail basis. Open to a maximum of 12 students each semester.
Corequisite: WoSt 490.
Prerequisites: Junior standing and two women's studies courses; and permission of instructor.
Hrs by arrangement, 3 Credits

Administrative Officers

Richard M Freeland, PhD, Dean
John J Conlon, PhD, Associate Dean for Academic Studies
Edna Seaman, PhD, Associate Dean for Policy and Planning
Midori Hayashi, Assistant Dean
Judith Roberts, Assistant Dean
Loretta Slover, PhD, Assistant Dean for Academic Studies

Department Chairpersons

Barbara Luedtke, PhD	Anthropology
Ruth Butler, PhD	Art
Kamaljit Bawa, PhD	Biology
Wornie L Reed, PhD	Black Studies
Walter Weibrecht, PhD	Chemistry
Frank Nisetich, PhD	Classics
Louis Esposito, PhD	Economics
Susan Horton, PhD	English
Gerald C Volpe, PhD	French
Janet Duncan, PhD	Geography and Earth Science
Carl Cedargren, PhD	German and Russian
Malcolm Smuts, PhD	History
Fiora Bassanese, PhD	Italian
Ethan Bolker, PhD	Mathematics and Computer Science
David N Patterson, PhD	Music
Lawrence Foster, PhD	Philosophy
Donald Lyons, PhD	Physics
Paul Watanabe, PhD	Political Science
Joan Liem, PhD	Psychology
Sharon Stichter, PhD	Sociology
Clara Estow, PhD	Spanish and Portuguese
Louis E Roberts, PhD	Theatre Arts

Directors of Programs of Study

Ann Cordilia, PhD Gerald Garrett, PhD	Alcohol and Substance Abuse Studies
Lois Rudnick, PhD	American Studies
Jeremy Hatch, PhD	Biobehavioral Studies
Lawrence Greene, PhD Ronald Polito, PhD	Biology of Human Populations
Robert Risse, PhD	Communication
Dan Simovici, PhD	Computer Science
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Shreedhar Lele, PhD	Engineering
Thomas O'Grady, PhD	Irish Studies
Jack Spence, PhD	Latin American Studies
Ron Schreiber, PhD	Law and Justice (Acting)
Esther Torrego, PhD	Linguistics
Stephen Mrozowski, PhD	New England Historical Archaeology
Barbara Luedtke, PhD	New England Prehistoric Archaeology
John Brereton, PhD	Professional Writing
James Greer, PhD	Public Policy
Richard Horsley, PhD	The Study of Religion
John Brereton, PhD	Technical Writing (Computer Science)
Murray Frank, PhD	Urban Studies
Ann Froines, PhD	Women's Studies

Faculty

Rose Abendstern, BA, *Hunter College,* MA, PhD, *Bryn Mawr College,* Assistant Professor of French

Steven Ackerman, BA, *Herbert H. Lehman College of the City University of New York*, PhD, *University of Pennsylvania*, Associate Professor of Biology

Jane Adams, BA, *Florida State University,* MS, PhD, *New Mexico State University,* Assistant Professor of Psychology

Feroz Ahmad, BA, *Saint Stephen's College, Delhi University,* MA, PhD, *London University,* Professor of History

Randy P. Albelda, BA, *Smith College,* PhD, *University of Massachusetts at Amherst,* Assistant Professor of Economics

Joseph S. Alper, BA, *Harvard College,* PhD, *Yale University,* Professor of Chemistry

Jeanne Ambrose, Diplôme d'Etudes Supérieures: CAPES Ecole Pratique des *Hautes Etudes,* Docteur En Linguistique, *Sorbonne,* Associate Professor of French

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College of Education

College of Education

Elementary Education

The College

The College of Education of the University of Massachusetts at Boston has the dual mission of serving both students of the University and the school systems of the greater Boston area. The College works collaboratively with University faculty and students, public school administrators and teachers, parents and community leaders to develop and implement innovative educational projects that directly address the complex issues in public education at the elementary, secondary, and higher education levels.

In the course of its history, the College has earned widespread respect in the community, in the Boston public schools, and on the Boston and Amherst campuses of the University. Today's College of Education draws upon the expertise in inservice programs of its Institute for Learning and Teaching, and upon the 130-year-old tradition of pre-service and graduate programs in teacher education from Boston State College.

The College offers undergraduate courses of study, including major programs in early childhood and elementary education, and a minor program in secondary education. At the time this publication went to press, the College was in the process of revising its curriculum in these areas to meet the Commonwealth's new certification requirements. For more information, please see the Note on Teacher Certification Requirements later in this section.

The Inservice Programs of the Institute for Learning and Teaching

The Institute for Learning and Teaching collaborates with school systems, professional groups, and cultural institutions to address issues in urban education. Although the primary client group is comprised of students, teachers and administrators in public schools, it also facilitates inter-university efforts to work with these same groups. Services provided range from direct service to students (providing school-based tutors or such alternative programs as the Flexible Campus Program), to the coordination and brokering of resources within and outside the University. Summer institutes for teachers, training sessions, inservice courses, and consultations on a classroom, school-, district- and system-wide level combine to provide services to the public schools. In addition, the Institute engages in the research, analysis, and dissemination of curricula and other classroom materials. Several projects publish their own newsletters. These projects are funded both by the University and by public and private agencies.

The Flexible Campus Program—Opportunities for High School Students

Through the Flexible Campus Program, juniors and seniors enrolled in Boston-area public, private, and parochial schools can enroll in any introductory-level University course in which space is available. High school students who meet the prerequisites can enroll in advanced-level courses as well. This program has given high school students a chance to see what university life is like, and to explore fields beyond those taught at their own schools. Flexible Campus students participate fully in classes and are graded as regular UMass/Boston students. They may apply the credits they earn toward the requirements of their high schools, and toward those of UMass/Boston itself if they later matriculate here. Interested students should contact the Flexible Campus Coordinator at the College of Education. *The program is free.*

Note on Teacher Certification Requirements

The Commonwealth of Massachusetts is in the process of establishing new requirements for the certification of teachers; consequently, the College of Education is revising its curriculum in order to meet the proposed new certification guidelines. *Therefore, to be eligible for certification in the Commonwealth under the guidelines current when this publication went to press, students who enroll in the programs described below must complete their baccalaureate degree programs no later than December, 1993.*

The Program

The Elementary Education Program offers two majors, elementary education and early childhood education.

The chief objective of each major program is to give students the knowledge, attitudes, and skills necessary for successful teaching. Courses are designed to provide for prospective teachers a theoretical frame combined with field-based experiences culminating in a semester of full-time professional student teaching. The programs detailed below have been approved by the Interstate Certification Compact, covering more than 30 states.

Requirements and Recommendations

The student majoring in elementary or early childhood education is offered a thorough preparation for teaching and certification through combined offerings in CAS (College of Arts and Sciences) and CEd (The College of Education). A solid foundation of course work in CAS is designed to complement the teacher education courses and practicum experiences provided by CEd. Students majoring in elementary education or early childhood education programs will complete the following graduation requirements:

1. The core curriculum and the Writing Proficiency Requirement of the College of Arts and Sciences. Please see the introduction to the CAS section of this catalog for specific information concerning these requirements.

Elementary Education

2. A course concentration (27 credit hours) or a major in a CAS discipline, including anthropology, art, biology, chemistry, English, geography/earth science, history, mathematics, music, political science, psychology, sociology. The requirements of each concentration are available from the Coordinator of Student Services in the College of Education.

3. Education courses: the program leading to the major (and certification) in early childhood and elementary education includes the following ten required courses: ElmEd 201M/EC or 201M/EL, 203/EC or 203/EL, 205, 301, 306, 308, 309, 314, 404, and 410. The final requirement is student teaching.

4. Electives: majors in early childhood and elementary education are required to take one three-credit elective, to be chosen from among appropriate courses offered within the University, such as: Phil 210, Sociol 238, PE 207, Music 340, ElmEd 403, or other education courses as available.

Early in their academic program, students must meet individually with the College's Coordinator of Student Services to plan their course sequence. Students must have completed a minimum of 30 credits, including the freshman writing requirement, and have maintained a GPA of 2.5 before beginning the education courses. Elementary education courses must be taken in sequence: all 200-level courses must be taken before 300 and 400-level courses, with the exception that, with permission of the Program advisor, ElmEd 306, 308, 309, or 314 may be taken concurrently with ElmEd 203 and 205.

Student Teaching

Each student wishing to student teach must declare his/her intention to do so two semesters ahead, and must submit a completed application by the posted deadline in the previous semester. In order to be approved for student teaching, students must meet the following minimum criteria:

1. Students must have an overall GPA of 2.5.
2. Students must have completed all education courses with a GPA of 3.0. Students with a GPA of 2.5-3.0 may petition the College Screening Committee to be allowed to student teach. This petition must be in writing, and must include evidence of the student's academic and professional capabilities.
3. Students must have completed all their concentration courses before student teaching. Students requiring no more than three courses (other than education courses) to graduate may complete student teaching in the spring if they intend to graduate in September. Students may request permission to take ElmEd 401 or one concentration course concurrently with student teaching.
4. Students must have passed the Writing Proficiency Exam BEFORE applying for student teaching.
5. Students must have a letter of recommendation from a member of the College of Education's faculty who has supervised them in a field-based course.
6. To meet personal, social, and ethical standards, students should
   a. be in satisfactory physical health;
   b. be able to communicate successfully;
   c. have demonstrated, in laboratory experiences, responsiveness to suggestions, sensitivity to students' needs, and commitment to the teaching profession;
   d. have demonstrated leadership or the potential for leadership.

Candidates for certification must be United States citizens, or have declared intention to become a citizen.

ElmEd 201M/EC
Infancy, Human Growth and Child Development
Staff
The physical, emotional, intellectual, and social components of development; their relationship to and effect on later functioning. Emphasis on heredity, the constitutional and environmental factors affecting physical and intellectual growth, personality development, and social adjustment. Content includes implications for education and focuses on the young child in pre-school, day care, nursery school, kindergarten, and grades one through three.
3 Lect Hrs, with module, 3 Credits

ElmEd 201M/EL
Infancy, Human Growth and Child Development
Staff
The physical, emotional, intellectual, and social components of development; their relationship to and effect on later functioning. Emphasis on heredity, the constitutional and environmental factors affecting physical and intellectual growth, personality development, and social adjustment. Content includes implications for education and focuses on the elementary school-aged child in grades one through six.
3 Lect Hrs, with module, 3 Credits

Module for ElmEd 201M/EC and 201M/EL
An independent field experience in which students observe and work with children in a variety of learning situations which might include classrooms, museums, pre-schools, or tutorial programs. Observations are directed and written reports required.

ElmEd 203/EC
Issues and Techniques of Teaching in Early Childhood Education
Staff
This course is designed to further students' understanding of the role of the school as an educating agency, through looking at federal, state, and local issues which influence the curriculum, the administration, parental attitudes, student learning, and methodology. Techniques are the major focus, including classroom organization, curricula, methodology, and the integration of such subject matter as reading, phonics, music, art, dance, and literature. Sensory, motor, social, emotional, and cognitive development; learning theory in general and its application to language acquisition; and the development of logical abilities are addressed.
3 Lect Hrs, 3 Credits

ElmEd 203/EL
Issues and Techniques of Teaching in Elementary Education
Staff
See ElmEd 203/EC.

Elementary Education

ElmEd 205
Communication and Literacy I: Reading
Staff
Topics include children's language and cognitive development, readiness, characteristics of modern reading/language programs, reading and responding to literature, content area reading, creative versus practical writing, classroom diagnosis and evaluation, and a review of related literature.
3 Lect Hrs, 3 Credits

ElmEd 301
Pre-practicum I: Teaching Techniques
Staff
This field-based course allows the pre-service teacher to translate the theory of ElmEd 201, 203, and 205 into the practice of the classroom, through direct participation in a hierarchical, sequential, and developmental set of experiences in an elementary school.
1 Lect Hr, 3 Lab Hrs, 3 Credits

ElmEd 306
Communication and Literacy II: Language Arts
Staff
This course focuses on the role and responsibilities of the reading-language teacher in a changing society. Major emphasis is on developing language competence and an understanding of language. The interrelatedness of all language activities is stressed. The communication framework includes the expressive and receptive arts.
3 Lect Hrs, 3 Credits

ElmEd 308
Inquiry, Discovery, Health and Measurement I: Science and Health
Staff
This course will examine appropriate methodologies utilized by the elementary teacher in the areas of health and science. A variety of programs and methodologies will be analyzed as they apply to the elementary/early childhood programs.
3 Lect Hrs, 3 Credits

ElmEd 309
Inquiry, Discovery, Health and Measurement II: Math and Measurement
Staff
This course will examine various methods of teaching math and will include a survey of the measurement and evaluation instruments currently in use for the diagnosis and assessment of intellectual ability and achievement.
Prerequisite: Math 110 or equivalent.
3 Lect Hrs, 3 Credits

ElmEd 314
Understanding Patterns of Culture: Social Studies
Staff
This course will assist the teacher in learning about aspects of culture which influence students, schools and education. It will focus on the potential impact of local, state and federal issues on learners, teachers, and the total school community. The course will seek to help students understand people and the similarities among them. Modes of inquiry used in the social studies will be analyzed.
3 Lect Hrs, 3 Credits

ElmEd 325
Media Materials for the Elementary Classroom
Staff
Students in this course learn to choose from a wide variety of appropriate audio and visual materials, to evaluate these materials, and to use them to provide successful learning experiences for the elementary school child.
3 Lect Hrs, 3 Credits

ElmEd 331
Reading for the Academically Talented
Staff
Students in this course focus on learning to identify the gifted, creating conditions for maximum learning, and planning programs for bright children.
Prerequisites: ElmEd 203 and 205.
3 Lect Hrs, 3 Credits

ElmEd 333
Behavior Modification and Classroom Management
Staff
This course explores the kinds of behavioral management problems that may arise in the contemporary classroom serving both typical and atypical children and examines the various methods and techniques that may be employed to deal with these problems.
3 Lect Hrs, 3 Credits

ElmEd 336
Alternative Approaches to the Teaching of Reading
Staff
Multi-level readers, individualization, new alphabet systems, programmed learning, linguistically-based and phonic approaches, and the language-experience concept are among the new alternative approaches to the teaching of reading considered by this course.
Prerequisites: ElmEd 203 and 205.
3 Lect Hrs, 3 Credits

ElmEd 362
Seminar in Curriculum Materials and Literature Resources in Elementary Schools
Staff
This course introduces the student to an overview of the elementary school library and provides a work-study investigation of the basic instructional and library resources for the elementary teacher.
Prerequisite: ElmEd 203.
3 Lect Hrs, 3 Credits

ElmEd 368
Day Care Curriculum
Students in this course are exposed to the content, materials, and methods of day care education. The course considers the goals of various curriculum models and examines the structure and content of current day care programs (such as family-centered, industrial, and center-focused programs).
3 Lect Hrs, 3 Credits

ElmEd 369
Teaching Reading to the Special Needs Child
This course is designed to help the reading teacher diagnose needs, interpret tests, and plan, organize, and implement instructional programs for the remediation of specific reading difficulties.
Prerequisites: ElmEd 203 and 205.
3 Lect Hrs, 3 Credits

Elementary Education

ElmEd 370
Theory and Practice in Day Care
Staff
This course gives students an opportunity for the practical application of day care theory one morning a week in a day care setting.
Prerequisite: ElmEd 368.
3 Lect Hrs, 3 Credits

ElmEd 401
Remedial Reading
Staff
This course focuses on the diagnostic and prescriptive knowledge needed by the teacher to successfully plan, implement, and evaluate remedial reading programs. Included are causal factors, assessment techniques and instruments and their interpretation, case studies, and program evaluation.
Prerequisites: ElmEd 203 and 205.
3 Lect Hrs, 3 Credits

ElmEd 403
Computers in Education
Staff
This course focuses on the use of computers in education. The first part of the course deals with the development of literacy. The second part addresses the issue of integrating computers into the school curriculum using both C.A.I. software and word processing. Students preview and evaluate software, and study Logo as a computer language useful in the development of programming skills.
3 Lect Hrs, 3 Credits

ElmEd 404
Pre-practicum II: Teaching Strategies
Staff
This field-based course focuses on strategies for instruction, giving students an opportunity to integrate knowledge of content and pedagogy, and to strengthen their skills.
1 Lect Hr, 3 Lab Hrs, 3 Credits

ElmEd 410
Individualizing Instruction for the Special Needs Student
Staff
This course takes a historical approach to the education of exceptional children, including the major categories of special needs students within the teaching/learning environment. Topics include intellectual, perceptual, behavioral, emotional, and communication disorders from early childhood to young adulthood.
3 Lect Hrs, 3 Credits

ElmEd 430
Student Teaching and Seminar
Staff
A full semester during which student teachers complete four and one half days of supervised student teaching. Each student is expected to accomplish designated tasks at two different grade levels, and is evaluated by the cooperating teacher and the University supervisor according to state-mandated standards (competencies) required for certification within the Commonwealth of Massachusetts. Seminars are held, with University supervision, to help students integrate theory and practice.
1 Lect Hr, 1 Semester of Practicum, 12 Credits

Secondary Education

The Program

The Secondary Education Program is a minor, combining courses and practical experiences designed to meet the current requirements for teacher certification mandated by the Massachusetts Board of Education.

Please note that these requirements are in the process of changing, and that the College's curriculum will also change to conform to them. For more information, see the Note on Teacher Certification Requirements in the section above on "The College." Any student interested in completing the requirements for teacher certification at the secondary level should contact the Coordinator of Student Services at the College of Education for help in planning the sequence of necessary courses. In addition, a designated advisor is available in each of the CAS departments involved in certification.

Requirements and Recommendations

Certification

Candidates for a teaching certificate issued by the Commonwealth must meet the following minimum standards of competency:

1. demonstrated knowledge of the proposed field of certification;
2. demonstrated ability to communicate clearly and appropriately;
3. demonstrated ability to design instruction appropriate to the needs and interests of the learners;
4. demonstrated ability to use the results of various evaluative procedures to assess the effectiveness of instruction;
5. demonstrated ability to be equitable, sensitive, and responsive to all learners.

These standards may be met by graduation from the University, by completion of an academic major in a certifiable area, and by completion of the required courses in secondary education, including student teaching.

Secondary Education

Standards for Entrance to and Retention in the Teacher Preparation Program

Academic and Professional Standards

Students wishing to enter the secondary education minor must have completed a minimum of 45 credits with a GPA of 2.5, and must have completed at least three courses in their certification major.

A review of each student in the secondary education program takes place after completion of the first three required courses, including at least one field-based course. This review considers the student's ability to fulfill the requirements for student teaching, based on grade point average and field course evaluation.

Requirements for Student Teaching

Each student wishing to student teach must declare his/her intention to do so two semesters ahead, and must submit an application by the posted deadline in the previous semester. In order to be approved for student teaching, students must meet the following minimum criteria:

1. Students must have an overall GPA of 2.5.
2. Students must have completed all required education courses, and all major courses, with a GPA of 3.0. Students with a GPA of 2.5-3.0 in either may petition the ILT Screening Committee to be allowed to student teach. This petition must be in writing and must include evidence of the student's academic and professional abilities.
3. Students must have completed all major courses before student teaching. Students may request permission from the College Screening Committee to take SecEd 337 or ONE major course concurrently with student teaching.
4. All matriculating students must have passed the Writing Proficiency Exam before applying for student teaching.
5. Students must have two letters of recommendation: one from a faculty member in their major area, and one from an ILT faculty member.

Personal, Social, and Ethical Standards

Students should:

1. be in satisfactory physical health;
2. be able to communicate successfully;
3. have demonstrated, in field-based courses, responsiveness to suggestions, sensitivity to students' needs, and commitment to the teaching profession; and
4. have demonstrated leadership or the potential for leadership.

Candidates for certification must be United States citizens, or have declared intention to become a citizen.

Required Courses

The following are required courses in secondary education: SecEd 330, 333, 334, 335, 336, 337, 338.

SecEd 330
Educational Psychology
Staff
This course applies psychological concepts and principles to education. It emphasizes developmental theory; analysis of the learning process, student-teacher interactions, and classroom dynamics; and applications in these areas.
3 Lect Hrs, 3 Credits

SecEd 333
Methods and Procedures of Teaching in the Secondary Schools: Pre-Practicum I
Staff
This course provides students with an overview of all aspects of teaching in the secondary schools. It emphasizes the methods and technology of teaching, with special attention to innovative methods of promoting learning and to the role of the teacher in establishing a favorable setting for learning.
2 Lect Hrs, 1 Lab Hr, 3 Credits

SecEd 334
History and Philosophy of Curriculum Development
Staff
A survey of the essential features of the secondary school curriculum. The course looks at the historical and philosophical context, and examines both current curriculum issues and the relationship of school curriculum to the larger society.
3 Lect Hrs, 3 Credits

SecEd 335
Value Decisions in Content Areas
Staff
This course examines and evaluates various methods of helping secondary school students discover, develop, and strengthen decision-making skills through the resolution of conflicts related to values. It seeks to establish a climate of inquiry, growth, and trust in order to stimulate interest in these issues as they confront secondary school students. The course also seeks to promote the integration into the secondary school curriculum of instruction in decision-making skills.
Prerequisites: SecEd 330 and 333.
3 Lect Hrs, 3 Credits

SecEd 336
Instructional Technology: Pre-Practicum II
Staff
This course emphasizes the effective use, design and preparation of various media and crafts as they relate to the learning process. Students learn to operate the basic media equipment found in today's classrooms. Secondary school learning, production and/or media centers provide the basis for the practicum. Students use their productions in teaching.
Prerequisite or corequisite: SecEd 333.
2 Lect Hrs, 1 Lab Hr, 3 Credits

SecEd 337
Methods of Developing Literacy in the Content Areas
Staff
This course is designed to meet the needs of the content area teacher by stressing the adaptation and integration of reading and writing skills to specific content fields in the secondary schools. Specialized techniques of assessment and appropriate teaching methodologies are examined through assigned readings in the text and other sources, and through simulations and projects. These required projects provide opportunities for the application of skills to student teaching.
Prerequisites: SecEd 333 and 336.
3 Lect Hrs, 3 Credits

Secondary Education

SecEd 338
Teaching in the Content Areas: Pre-Practicum III
Staff
This course presents students with an opportunity to demonstrate skills in applying teaching strategies, under the supervision of a cooperating teacher and the college instructor. Lectures include an evaluation of the teaching experience, plus instruction in elementary educational statistics, classroom testing, and the use of standardized tests.
Prerequisites or corequisites: SecEd 330, 333, 336.
2 Lect Hrs, 1 Lab Hr, 3 Credits

SecEd 340
Directed Study
Staff
This course provides students with additional field experience as administrative aides, teacher aides, community helpers, and especially as researchers.
Prerequisites: Senior standing and permission of the Associate Director of ILT.
Hrs by arrangement, 3 Credits

SecEd 420
Student Teaching in Biology and Seminar
Staff
Student teaching offers in-depth responsibility in the classroom. This is a laboratory course of 7 weeks' duration involving five days a week of full-time supervised student teaching in a secondary school. The seminar includes evaluation procedures and shared student teaching experiences, and addresses topics in special needs, including the legal aspects of Chapter 766 and the identification of different areas of exceptionality. It also examines the modifications and adaptations in curriculum that must be made by the classroom teacher, and the resources available for that purpose. This course meets the standards for the Student Teaching Practicum established by the Massachusetts Board of Education, for a second certificate only.
1 Lect Hr, One Half Semester (7 weeks) of Practicum, 6 Credits

SecEd 440
Student Teaching in Biology and Seminar
Staff
Student teaching offers in-depth responsibility in the classroom. This is a laboratory course of 14 weeks' duration involving five days a week of full-time supervised student teaching in a secondary or middle school. It provides the student with more intensive training than the shorter courses listed above. The seminar includes evaluation procedures and shared student teaching experiences, and addresses topics in special needs, including the legal aspects of Chapter 766 and the identification of the different areas of exceptionality. It also examines modification and adaptations in curriculum that must be made by the classroom teacher, and the resources available for that purpose. This course meets the standards for the Student Teaching Practicum established by the Massachusetts Board of Education, for initial classroom teaching certificates.
1 Lect Hr, 1 Full Semester (14 weeks) of Practicum, 12 Credits

The following courses have the same course description as SecEd 420:

SecEd 421 Student Teaching in Chemistry and Seminar
SecEd 422 Student Teaching in Earth Science and Seminar
SecEd 423 Student Teaching in English and Seminar
SecEd 424 Student Teaching in French and Seminar
SecEd 425 Student Teaching in Geography and Seminar
SecEd 426 Student Teaching in History and Seminar
SecEd 427 Student Teaching in Italian and Seminar
SecEd 428 Student Teaching in Mathematics and Seminar
SecEd 429 Student Teaching in Music and Seminar
SecEd 430 Student Teaching in Physics and Seminar
SecEd 431 Student Teaching in Spanish and Seminar
SecEd 432 Student Teaching in English as a Second Language and Seminar
SecEd 433 Student Teaching in Bilingual Education and Seminar

The following courses have the same course description as SecEd 440:

SecEd 441 Student Teaching in Chemistry and Seminar
SecEd 442 Student Teaching in Earth Science and Seminar
SecEd 443 Student Teaching in English and Seminar
SecEd 444 Student Teaching in French and Seminar
SecEd 445 Student Teaching in Geography and Seminar
SecEd 446 Student Teaching in History and Seminar
SecEd 447 Student Teaching in Italian and Seminar
SecEd 448 Student Teaching in Mathematics and Seminar
SecEd 449 Student Teaching in Music and Seminar
SecEd 450 Student Teaching in Physics and Seminar
SecEd 451 Student Teaching in Spanish and Seminar
SecEd 452 Student Teaching in English as a Second Language and Seminar
SecEd 453 Student Teaching in Bilingual Education and Seminar

Administrative Officers, Faculty, and Staff

Administrative Officers

William L Dandridge, MPA, Acting Dean
Hannah Gilman, BA, Coordinator of Student Services; Flexible Campus Program

Faculty

Camile A Celi, BSEd, *State College at Framingham,* MEd, *State College at Boston,* Assistant Professor of Elementary Education
James F Collins, BSEd, *State College at Boston,* EdD, *University of Massachusetts at Amherst,* Associate Professor of Elementary Education
Vincent A Cristiani, BS, *Boston Teachers College*, MEd, EdD, *Boston University,* Professor of Counseling Psychology
Ann M DePlacido, AB, *Emmanuel College,* MEd, *Teachers College of Boston,* EdD, *Boston College,* Professor of Elementary Education
Maurice J Eash, BS, *Manchester College,* MA, *Ohio State University,* EdD, *Columbia Teachers College,* Professor of Education
Richard P Finn, BSEd, MEd, *Boston University,* PhD, *Boston College,* Associate Professor of Secondary Education
Moira A Galvin, BS, *Boston State Teachers College,* MEd, *State College at Boston,* Assistant Professor of Elementary Education
Raymond R Gilbert, AB, *Colorado College*, PhD, *Harvard University,* Professor of Counseling Psychology
Ronald A Grinnell, BSEd, *State Teachers College at Boston,* MEd, *State College at Boston,* Associate Professor of Secondary Education
MaryAnna D Ham, BA, *University of California at Berkeley,* EdM, EdD, *University of Rochester,* Assistant Professor of Counseling Psychology
Rick A Houser, BA, *Kent State University,* MRC, *Bowling Green University,* PhD, *University of Pittsburgh,* Assistant Professor of Counseling Psychology
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Charles F McCarthy, BSEd, *State Teachers College at Boston*, MEd, *Northeastern University,* EdD, *Boston University,* Professor of Elementary Education
Perry Miller, BS, MEd, EdD, *Boston University,* LittD, *Bishop James Martin Theological Seminary,* Professor of Elementary Education
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Jean M Phelan, BSEd, *Boston State College*, MEd, EdD, *Boston University,* Professor of Elementary Education
Mary E Rice, BA, *Emmanuel College*, MEd, *State College at Boston,* PhD, *Boston College,* Professor of Elementary Education
Barbara Signer, BA, *City University of New York (Hunter College)*, MA, *University of Michigan*, PhD, *University of South Florida*, Associate Professor, Computer Education Programs
Robert D Sullivan, BSEd, MEd, *State College at Boston*, EdD, *Boston University*, Associate Professor of Elementary Education

Professional Staff for Inservice Programs

Francisco Alvarez
Joseph Check
Frances Cooper-Berry
Mary Lynda Daley
Lucia David
Marietha Dixon
Kathy Fitzpatrick
Peter Golden

The College of Management

College of Management

The College

The College of Management (CM) has offered a Bachelor of Science degree in Management since 1975. In the fall of 1983 the College expanded its offerings to include a Master of Business Administration degree program. Today the undergraduate program enrolls over 1500 students, and its graduates can be found in managerial positions in private and public institutions throughout the country.

The College of Management equips students with the intellectual and professional skills needed to pursue careers in business and industry, government and education, public interest agencies and private service organizations. The four-year curriculum leads to a Bachelor of Science degree in management. By fulfilling requirements of general education, management and elective course work, undergraduates are prepared not only with the theoretical, technical, and functional training they will need to succeed as professionals, but also with the solid liberal arts background essential to professional and personal development. With the perspective gained through this curriculum, students leave CM with specific job-related skills and richer social, cultural and scientific understanding of the world in which they will use those skills. In its entirety, the curriculum emphasizes economic theories and quantitative analyses, behavioral sciences, and social responsibility. Specific objectives of the curriculum are:

Knowledge of
- management functions and processes
- legal, social, political, economic and other environmental systems
- research theory and methods
- organizations, administrative behavior and information systems

Attitudes toward
- one's self as a person and as a manager
- subordinates, associates and superiors
- change

Skills and concepts in
- planning and decision-making
- problem-solving and research
- initiating, implementing and adapting to change
- communicating, both orally and in writing

Degree Requirements

To qualify for the Bachelor of Science degree, CM students must successfully complete course work specified by both the general education and management requirements, pass the College's Writing Proficiency Examination and meet all University criteria for graduation.

Specific CM degree requirements are as follows:

General Education

To insure that its students develop intellectual depth and discipline, the College requires that they devote a substantial portion of their curriculum to general education. Students fulfill the overall general education requirement by course work in two areas: Analysis and Communication and Fields of Study.

Analysis and Communication

Writing Proficiency Examination

Management students must demonstrate their ability to write clearly and effectively by passing the College of Management Writing Proficiency Examination. The examination is offered twice each semester by the Department of Analysis and Communication (M/5/403). The College offers a variety of courses, labs, and tutorials to help students prepare themselves for the examination.

ACM 110: Analysis and Communication I
Freshmen and transfer students entering the College with fewer than 30 credits are required to take ACM 110.

ACM 210: Analysis and Communication II
Students who have not passed the CM Writing Proficiency Examination by the time they have completed 30 credits are required to take ACM 210. Transfer students who do not pass the CM Writing Proficiency during their first semester at the College are required to take ACM 210.

ACM 211: Writing and Managerial Thinking
Students who have passed ACM 210 and have taken but not passed the Writing Proficiency Examination are eligible to take ACM 211. The course must be taken "Pass/Fail," with "Pass" signifying "Proficiency". Passing ACM 211 satisfies the College's Writing Proficiency Examination requirement.

Fields of Study

Every student in the College of Management takes ten courses, totaling 30 credits, distributed throughout three fields of study representing broad areas within the liberal arts: the humanities, the natural sciences, and the social sciences. The College does not specify courses; students choose, with their advisors' approval, appropriate courses within the College of Arts and Sciences (CAS) for each field of study.

Management Requirement

Management students fulfill Management requirements by completing all foundation and management core courses in an area of concentration.

1. Foundation Courses
   The foundation segment consists of courses in basic quantitative skills, economics, and management ethics.

Econ 101	Introduction to Microeconomics
Econ 102	Introduction to Macroeconomics
Math 134	Managerial Algebra and Calculus
MS 110	Introduction to Computers and Information Systems
MS 210	Managerial Statistics I
MS 211	Managerial Statistics II

2. Management Core Courses
   Management core courses provide a background in managerial theory and practice. Degree candidates must complete all nine management courses.

AF 210	Financial Accounting
AF 211	Managerial Accounting
MGT 303	Managing Organizations
MS 301	Operations Management
AF 301	Financial Management
MKT 301	Principles of Marketing
MGT 330	Business Environment and Public Policy
MGT 331	Managerial Ethics and Social Issues
MGT 490	Strategic Management

3. Management Concentration Courses
   Concentration courses provide depth of knowledge within a specific area. Although all students in the College of Management receive a BS in Management, students in their junior year choose an area of further concentration within a department.

   Accounting and Finance Department
   - Accounting
   - Finance
   - Public Financial Management

   Management Department
   - Human Resources Management
   - General Management

College of Management

Management Sciences Department
- Management Information Systems
- Manufacturing Operation Management
- Service Operations Management
- Decision Sciences

Marketing Department
- Marketing

Students concentrate on completing their general education and foundation course work during their first two years of study. Most management core and all concentration course work is taken after students attain junior standing.

Internships

Students are encouraged to take advantages of opportunities for part-time work experience in their area of concentration. On-site supervisors and faculty sponsors provide guidance and supervision for each intern. Students are eligible to participate in the internship program upon completion of the following:

- a minimum of 75 credits toward graduation
- 21 credits in the management core
- one concentration course

Further information may be obtained from the Office of Cooperative Education (W/2/205).

Transfer Credit From Other Colleges and Universities

College of Management students who wish to take courses outside UMass/Boston must obtain written prior approval from the Office of Student Services. A substitute for a concentration course must also be approved by the chair of the department offering the course.

College of Management Residency Requirement

The College of Management requires that the following be completed in residence:

- a minimum of 15 credits in the management core
- a minimum of 9 credits in the concentration

University Degree Requirements

Degree candidates must have a total of 120 credits. At least 30 credits must be completed in residence at the University of Massachusetts at Boston. Students are required to file a diploma card in the Office of Registration and Records by the published deadline after the completion of 84 credits. A minimum cumulative average of 2.00 is required for the awarding of the degree.

Admissions

Prospective applicants are encouraged to visit the campus and meet with an admissions counselor. Visits are arranged through the Admissions Office (929-8000). Applications for admission may be obtained from the Office of New Student Information, University of Massachusetts at Boston, Harbor Campus, Boston, Massachusetts 02125-3393 (929-8600).

Transfer Student Information

Transfer students are accepted into the College of Management from other colleges at UMass/Boston as well as from other universities. Students from other colleges or universities should contact the Office of New Student Information (617-929-8600) for transfer student application information. Students from other colleges at UMass/Boston should contact the CM Office of Student Services for inter-college transfer application information. A maximum of 66 transfer credits will be accepted from two-year institutions, and a maximum of 90 credits will be accepted from four-year institutions.

Students who plan to transfer into the College of Management are encouraged to complete macroeconomics and microeconomics, financial accounting, and managerial accounting as well as pre-calculus during their freshman and sophomore years.

Pass/Fail Regulations

Students may take one course per semester on a pass/fail basis. Management students, however, may not take any general education, foundation, core or concentration courses on a pass/fail basis.

Course Repetition Policy

A student can repeat a maximum of four courses during his/her undergraduate career at UMass/Boston. A given course can be repeated only once and the second course will be counted towards graduation credit and will be computed into the student's cumulative grade point average. A student who is repeating a course must file a "Repeat of a Course Notification Card" with the Office of Registration and Records.

Registration Policy

A full-time registration for CM students is a maximum of five courses. Registration for more than 15 credits requires written permission from a College Advisor in the Office of Student Services. Normally such permission is given only when a student's cumulative grade point average is 3.0 or above.

Academic Advising

College Advisors are available by appointment in the Office of Student Services (M/3/415) for students enrolled in the College of Management. Students who wish information regarding transfer into the College of Management are invited to attend a curriculum advising workshop. These workshops are scheduled weekly throughout the semester. Information on these session can be obtained form the Office of Student Services.

Department of Accounting and Finance

Faculty

Lal C. Chugh, Chairperson and Associate Professor; Professors Lawrence G. Franko and Joseph A. McHugh; Associate Professors Michelle M. Hamer, Richard Keith, Herbert L. Lyken; Assistant Professors John Minahan and Lenos Trigeorgis; Lecturers Pei-Rong Chiang, John E. Coleman, William Jackson, Allan MacQuarrie, Arthur Reed, Peter Stabile, Satish Thosar, David Wiest

The Department

The Department of Accounting and Finance offers concentrations in Accounting, Finance, and Public Financial Management to prepare students for a range of careers in public, private, or not-for-profit organizations. The Department offers students, regardless of their eventual concentrations, a solid grounding in accounting and finance that will contribute to their professional preparation. At the upper levels, specialized courses are designed to qualify students for specific professional careers. The department also offers sequences of courses, detailed below, that help students achieve the qualifications necessary for various professional certifications.

Concentrations

Accounting

The concentration in Accounting gives students a broad understanding of accounting theory and techniques in preparation for the full range of career opportunities in the private, public, and non-profit sectors. The Accounting concentration is appropriate for students who seek the necessary range and depth in their academic preparation for such careers as public accounting, comptrolling, and auditing (both internal and external).

Requirements (18 Credit Hours)

- AF 310 Intermediate Accounting I
- AF 311 Intermediate Accounting II
- AF 411 Cost Accounting
- AF 450 Federal Taxation I
- AF 470 Financial Auditing
  or
- AF 471 Managerial Auditing
  and one of the following:
- AF 315 Accounting Information Systems
- AF 330 Law for the Accountant
- AF 410 Advanced Accounting
- AF 433 Accounting for Non-Business Organizations
- AF 451 Federal Taxation II
- AF 463 Advanced Managerial Accounting
- AF 472 EDP Audit and Control

The Accounting Curriculum offers opportunities for the preparation of a wide variety of professional certifications such as Certified Public Accountants (CPA), Certified Internal Auditor (CIA), Certified Management Accountant (CCA) and Certified Information Systems Analyst (CISA).

Students should take careful note that requirements for professional certificates demand highly specialized course work; therefore, prior to electing such a program of study, all students should talk with faculty advisors.

Certified Public Accountant (CPA). Students planning careers as CPAs should follow a special program to meet the requirements of the various state statutes regulating eligibility for the CPA examination:

- AF 310 Intermediate Accounting I
- AF 311 Intermediate Accounting II
- AF 315 Accounting Information Systems
- AF 330 Law for Accountants
- AF 410 Advanced Accounting
- AF 450 Federal Taxation I
- AF 451 Federal Taxation II
- AF 470 Financial Auditing
- AF 472 EDP Audit and Control

Certified Internal Auditor (CIA). Students preparing for careers as certified internal auditors (CIA) should plan a special program around the requirements recommended by the Institute of Internal Auditors. As a minimum, the program should include:

- AF 310 Intermediate Accounting I
- AF 311 Intermediate Accounting II
- AF 315 Accounting Information Systems
- AF 411 Cost Accounting
- AF 471 Managerial Auditing
- AF 472 EDP Audit and Control

as well as other courses from the accounting, finance and management sciences offerings. Students should consult CIA literature early in the senior year to obtain the latest requirements and application dates for the certification examination.

Certified Managerial Accountant(CMA). Students intending to sit for the Certificate in Management Accounting (CMA) should plan a special program around the requirements set by the Institute of Management Accounting of the National Association of Accountants. As a minimum the program should include:

- AF 310 Intermediate Accounting I
- AF 311 Intermediate Accounting II
- AF 315 Accounting Information Systems
- AF 411 Cost Accounting
- AF 410 Advanced Accounting
- AF 450 Federal Taxation I
- AF 451 Federal Taxation II
- AF 471 Managerial Auditing

Other courses should be selected from the accounting, finance, management, and management sciences offerings. Students should consult literature from the Institute of Management Accounting early in their senior year to obtain the latest requirements and application dates for the certifying examination.

Finance

The finance concentration provides students with a broad understanding of financial theory and technique. From course work, students acquire the knowledge and skills to prepare for jobs as comptrollers, treasurers, investment bankers, or to take on other challenging jobs in financial management.
Requirements (15 Credit Hours)

- AF 325 Theory of Finance
- AF 335 Investments
- AF 495 Financial Policy

Department of Accounting and Finance

At least one of the following three:

- AF 425 Topic in Corporate Financial Management
- AF 435 Investment and Portfolio Management
- AF 445 Management of Financial Institutes and no more than one from the following courses:
- AF 426 Financial Modeling
- AF 431 Financial Management of Government Institutions
- AF 450 Federal Taxation I
- AF 455 International Financial Management
- AF 465 Small Business Financial Management
- AF 475 Real Estate Finance and Investment
- AF 478 Special Topics in Accounting and Finance
- AF 479 Seminar in Finance
- AF 485 Small Business Practicum
- Econ 331 Money and Financial Institutions

Early in the senior year, students interested in certification as Chartered Financial Analysts (CFA's) should consult literature from the Institute of Chartered Financial Analysts for requirements and examination dates and should then follow the appropriate program of study.

Public Financial Management

The public financial management concentration prepares students for public sector financial management. Governmental units at federal, state, and local levels need qualified professionals for auditing, accounting, and budgeting, as well as for taxation and finance. Consulting and accounting firms and non-profit organizations also require these same professionals.

Requirements (15 Credit Hours)

- AF 431 Financial Management of Government Institutions
- AF 432 Public Budgeting Systems
- AF 433 Accounting for Nonbusiness Organizations
- AF 471 Managerial Auditing
- MGT 403 Concepts and Controversies in Public Management

AF 210
Financial Accounting
Staff
Presents the theory and techniques of financial accounting. The course encompasses the basic functions of collecting, processing, and reporting accounting information for interested third parties (e.g. owners, investors, and government) and enables students to analyze, interpret, and use accounting information effectively.
Prerequisite: Sophomore standing.
3 Lect Hrs, 3 Credits

AF 211
Managerial Accounting
Staff
Presents the theory and technique of managerial accounting, from the particular perspective of the manager. The course covers the identification and analysis of the behavior of costs within the organization, and illustrates how managers use such knowledge for planning and control. Major topics include responsibility accounting, comprehensive and cash budgeting, and standard job order and process cost systems.
Prerequisite: AF 210.
3 Lect Hrs, 3 Credits

AF 301
Introduction to Financial Management
Staff
Introduces financial management, (both short term and long term), specifically what an organization invests in, and how the necessary funds are best raised; the course also acquaints students with various kinds of securities and the operation of financial markets and institutions. Specific topics include working capital management, financial markets and institutions, the time value of money and capital budgeting, the cost of capital, financial leverage and capital structure, and dividend policy.
Prerequisite: AF 211.
3 Lect Hrs, 3 Credits

AF 310
Intermediate Accounting I
Staff
Develops students' knowledge of financial accounting theory. The course puts particular emphasis on the application of theory and practical problems arising from limitations of traditional financial statements. The course provides similar in-depth analysis of asset and current liability items.
Prerequisite: AF 211.
3 Lect Hrs, 3 Credits

AF 311
Intermediate Accounting II
Staff
Continues to develop accounting theory, using principles, concepts, and accounting pronouncements to analyze and resolve accounting issues. Students acquire an understanding of issues unique to corporations and complete the study of the balance sheet by examining long-term debt and equity items.
Prerequisite: AF 310.
3 Lect Hrs, 3 Credits

AF 315
Accounting Information Systems
Staff
Develops concepts and principles of financial and managerial accounting information systems in a manual environment. Using the systems development life cycle approach, the course examines the design, implementation, operation, and control of computer-based accounting information systems. Students use and evaluate both microcomputers and microcomputer programs.
Prerequisite: AF 310.
3 Lect Hrs, 3 Credits

AF 325
Theory of Finance
Staff
Provides a sound understanding of the principles of and analytical techniques used in financial management. It describes the theory of financial decision making by corporations and shows how it can be used to address practical problems andilluminate institutional aspects of the financial world. Emphasizes valuation of assets in a risk-return framework, and illustrates how capital markets operate. Topics to be covered include NPV and capital budgeting, portfolio theory and the CAPM, market efficiency, dividend policy, debt policy, valuation of common stock, debt and options.
Prerequisite: AF 301.
3 Lect Hrs, 3 Credits

AF 330
Law for Accountants
Staff
Examines the body of law involved in the formation, operation, and termination of business organizations; in contracts; in debtor-creditor relations; in uniform commercial code (sales, commercial paper, secured transactions); in property, estate, and trust; in government regulations; and in the issue of CPA liability. Course content encompasses the topics to be found on the CPA law examination.
Prerequisite: AF 310.
3 Lect Hrs, 3 Credits

AF 335
Investments
Staff
Provides a sound understanding of the principles of investment analysis and valuation. Describes the theory and practice of investment decision-making; particularly as it relates to investors' motives and characteristics, the types of securities used to satisfy their needs, and the financial markets in which they operate.
Prerequisite: AF 301.
3 Lect Hrs, 3 Credits

Department of Accounting and Finance

AF 410
Advanced Accounting
Staff
Continues to build on skills developed in AF310-311. The course focuses on the tools of accounting necessary for mergers and acquisitions, transfer pricing, foreign operations, partnerships, governmental and not-for-profit organizations, and fiduciaries.
Prerequisites: AF 310 and 311.
3 Lect Hrs, 3 Credits

AF 411
Cost Accounting
Staff
Examines the design, implementation, and operation of cost accounting systems. With primary emphasis on cost analysis in manufacturing, the course explores cost standards, actual performance, and variables. To a lesser extent, the course also applies concepts of cost accounting to manufacturing and service organizations.
Corequisites: AF 211; AF 310.
3 Lect Hrs, 3 Credits

AF 425
Topics in Corporate Financial Management
Staff
Provides a broader and deeper understanding of corporate finance. Builds on the principles and concepts developed in AF 325 to offer a deeper, broader, or different perspective on some similar issues, and to introduce such new topics as convertible securities, leasing, mergers, and international financial management.
Prerequisites: AF 325 and AF 335.
3 Lect Hrs, 3 Credits

AF 427
Financial Modeling
Staff
Uses computer-based financial models and statistical packages as tools for performing financial analysis and analyzing complex financial problems. Topics include an overview of financial modeling systems, development of a problem-solving methodology, and use of electronic spreadsheet packages on both microcomputer and mainframe systems.
Prerequisite: AF 301; AF 325 and AF 335 are recommended.
3 Lect Hrs, 3 Credits

AF 431
Financial Management of Government Institutions
Staff
Develops students' knowledge of how public agencies manage resources (revenues and inventories), expenditures, and debts. The course integrates the management and accounting techniques necessary to solve the financial problems of public debt policy and current and capital budgeting.
Prerequisite: AF 301 or permission of instructor.
3 Lect Hrs, 3 Credits

AF 432
Public Budgeting Systems
Staff
Examines public budgeting at the federal, state, and local levels. The course emphasizes the manager's use of budgeting in the planning, evaluation, and control of public programs, as well as recent federal reforms in the budgeting process, analytical tools for budgeting, and the application of program-based budgeting at all governmental levels. The future direction of public budgeting will also be considered.
Prerequisite: AF 301 or permission of instructor.
3 Lect Hrs, 3 Credits

AF 433
Accounting for Non-business Organizations
Staff
Develops the specialized knowledge of finance and accounting necessary for the successful financial management of such non-business organizations as governmental agencies, foundations, hospitals, and universities. The course particularly stresses fund accounting as well as the accounting principles appropriate to such organizations.
Prerequisite: AF 310.
3 Lect Hrs, 3 Credits

AF 435
Investment and Portfolio Management
Staff
Examines in greater detail the principles and techniques of security and portfolio valuation in a risk- return framework. Builds on and extends the concepts developed in AF 335 with a rigorous examination of modern portfolio theory, and an opportunity to apply it in a practical portfolio management exercise.
Prerequisites: AF 325 and AF 335.
3 Lect Hrs, 3 Credits

AF 445
Management of Financial Institutions
Staff
Examines the management of financial institutions, and their operation role in the U.S. economy. Emphasizes the managerial issues and problems unique to the management of banks, savings and loans, insurance companies, brokerage firms, security markets, and other financial institutions. Covers the pricing of services, lending criteria, asset and liability management; and the relationship between profitability, liquidity and capital adequacy.
Prerequisite: AF 325 and AF 335.
3 Lect Hrs, 3 Credits

AF 450
Federal Taxation I
Staff
Studies the law and procedures of the federal income taxation of individual taxpayers. The course presents the income tax concepts of gross income recognition, deductions, tax credits, and the effects of property transactions.
Prerequisite: AF 211.
3 Lect Hrs, 3 Credits

AF 451
Federal Taxation II
Staff
Applies the income tax concepts presented in AF 450 to corporations, partnerships, Subchapter S corporations, trusts, and estates. The course introduces the concepts of the federal gift tax and the federal estate tax.
Prerequisite: AF 450.
3 Lect Hrs, 3 Credits

AF 455
International Financial Management
Staff
Extends the study of finance into the international environment and world-wide operations. Useful for managers in organizations active in international trade, subject to foreign competition, having or contemplating foreign direct investment in sales, service and production affiliates overseas. Examines internationally unique variables, constraints, and problems, including multi-currency operations, fluctuating exchange rates, imperfect or distinctive international money, capital and exchange markets, differing tax and subsidy regimes, accounting measurement and reporting practices, transfer pricing, and political or "country risk" in investment decisions.
Prerequisite: AF 301; AF 325 and AF 335 are recommended.

Department of Accounting and Finance

AF 462
Purchasing and Materials Management
Staff
Studies the principles and techniques underlying the organization and management of the procurement function. The course considers the purchasing function as it relates to other management functions in the modern profit or nonprofit enterprise.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

AF 463
Advanced Managerial Accounting
Staff
Continues the study of cost accounting, with emphasis on the managerial application of cost data and financial accounting information to decision making. Includes studies in relevant costs, cost behavior analysis, risk analysis as applied to capital budgeting, inventory management, cost allocation, and variance analysis.
Prerequisites: AF 310 and 411.
3 Lect Hrs, 3 Credits

AF 465
Small Business Financial Management
Staff
Examines the formation and financial management of small business organizations, both for profit and non-profit. Emphasizes the managerial concepts and analytical tools useful to small enterprises in personnel organization, financing, and marketing. Specific topics include identifying opportunities, appraising their potential for success, raising necessary capital, negotiating price and terms for purchase or financing, and typical operational problems arising at various stages during the life cycle of small enterprises.
Prerequisite: AF 301 or permission of instructor.
3 Lect Hrs, 3 Credits

AF 470
Financial Auditing
Staff
Encompasses both the theory and the technique of financial auditing. The course examines the professional role of the auditor, along with its operational, ethical, and legal implications. The course gives students the opportunity to practice evidence-gathering, recording, and decision-making by using a simulated audit case. Students will also study communication techniques and reporting responsibility.
Prerequisite: AF 311.
3 Lect Hrs, 3 Credits

AF 471
Managerial Auditing
Staff
Evaluates activities at all levels of operations to improve either profitability in the private sector or operational performance in the public sector. The course presents the conceptual foundations of auditing, as well as the practical application of auditing techniques to the public and private sectors. Cases drawn from both corporate and governmental audits will illustrate "real world" dilemmas of managerial auditing.
Prerequisite: AF 310.
3 Lect Hrs, 3 Credits

AF 472
EDP Audit and Control
Staff
Designed for the advanced accounting student preparing for a career in internal or external auditing. The course reviews concepts, design, and control of computer-based systems, examines the EDP audit process; employs generalized audit software to evaluate simulated client systems; and examines the nature and impact of computer-assisted crime.
Prerequisite: AF 470 or 471.
3 Lect Hrs, 3 Credits

AF 475
Real Estate Finance and Investment
Staff
Deals with the financing, valuation, and development of real estate investments. Examines the theoretical and pragmatic models of valuation, the financial structure of successful developments, and the appropriate models of investment choice and portfolio management for real estate investors. Develops an appreciation of the similarities and differences between real and financial assets, and integrates the techniques of real estate analysis with those of corporate finance. Students are expected to participate actively in analyzing real estate investments and developments through case studies, and through interaction with executives from the investment, development, and lending communities.
Prerequisite: AF 301; AF 325 and 335 are recommended.
3 Lect Hrs, 3 Credits

AF 478
Special Topics in Accounting and Finance
Staff
Addresses a specific topic of accounting or finance. *Special Topics* courses are offered as one-time supplements to the department's curriculum. Descriptions of *Special Topics* courses are available during advance registration.
3 Lect Hrs, 3 Credits

AF 479
Seminar in Finance
Staff
Examines classic and current articles in financial literature. Enables small groups of advanced students to work on selected finance topics and develop their ability to follow the academic literature and do independent work.
Prerequisites: AF 325 and AF 335.
3 Lect Hrs, 3 Credits

AF 480
Accounting and Finance Internship
Staff
Provides students with opportunities for full- or part-time work experience in an accounting and finance setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisite: Enrollment in the CM degree program as an Accounting/Finance concentrator.
3 Credits

Department of Accounting and Finance

AF 485 (MKT 485)
Small Business Practicum
Staff
Provides students with opportunities to apply management training principles to selected small business concerns. The course, offered in cooperation with the Small Business Administration, lets students offer management counseling and technical assistance to small organizations. Students work in teams with faculty guidance.
Prerequisite: Completion of Core requirement or permission of instructor.
3 Credits

AF 488
Independent Study
Staff
A student-initiated research project on an accounting or finance topic, supervised by a member of the accounting and finance faculty. The course is open to a limited number of students each semester.
3 Credits

AF 495
Financial Policy
Staff
Utilizes the case study method to apply theoretical concepts and techniques learned in previous courses to the analysis of real situations and practical problems in financial management and policy. Intended as a "capstone" course to be taken after all other concentration courses, providing the opportunity for reviewing, integrating, and putting into practice the skills acquired in previous courses.
Prerequisites: AF 325 and AF 335.
3 Lect Hrs, 3 Credits

The Department of Analysis and Communication

Faculty

Joan M Moon, Chairperson and Assistant Professor; Associate Professors Cathryn A Nelson, Mark A Schlesinger; Assistant Professors Robert E Bertone, Marlene G Fine.

The Department

The Department of Analysis and Communication provides courses, tutorials and non-credit workshops to insure that students acquire and demonstrate proficiency in reasoning and communication. The department also administers the Writing Proficiency Examination. The Analysis and Communication Department offers no concentrations.

ACM 110
Analysis and Communication I
Staff
Introduces students to the reasoning and communication skills essential to problem solving. The course gives students an initial exposure to the methodology of their future upper-level courses and is therefore *required of all freshmen during their first semester.*
3 Lect Hrs, 3 Credits

ACM 210
Analysis and Communication II
Staff
Offers instruction and practice in the writing of persuasive, analytical prose. The course encourages students to write with the clarity and coherence necessary for managerial problem solving. It is *required for students who have not passed the College of Management Writing Proficiency Examination by the time they have earned 30 credits.*
3 Lect Hrs, 3 Credits

ACM 211
Writing and Managerial Thinking
Staff
Builds on the critical thinking and writing skills students develop in ACM 210 and extends those skills to managerial thinking and writing. The course emphasizes clarity and structure in case analysis and project reports.
Prerequisites: ACM 210 and permission of instructor.
3 Lect Hrs, 3 Credits

ACM 310
Oral Communication Skills for Managers
Staff
Acquaints students, through practical exercises and performance, with the analysis, planning, and control of the oral communication modes essential for effectiveness as a manager.
Prerequisite: This course is open to seniors in the College, or juniors who have completed ACM 210, or sophomores concurrently enrolled in ACM 210, or any student who has passed the Writing Proficiency Examination.
3 Lect Hrs, 3 Credits

ACM 478
Special Topics in Analysis and Communication
Staff
Addresses a specific topic in Analysis and Communication. *Special Topics* courses are offered as one-time supplements to the department's curriculum. Descriptions of *Special Topics* courses are available during advance registration.
3 Lect Hrs, 3 Credits

Department of Management

Faculty

Gunther Boroschek , Acting Chairperson and Professor; Associate Professors Philip L Quaglieri, Vivien A Schmidt, Joan C Tonn, Patricia L Wilkie; Assistant Professors Jeanne M Aurelio, Arthur A Goldsmith, Ellen Greenberg, Allyn A Morrow, William J Murphy, Michael A Novak

The Department

The Department of Management offers concentrations in Human Resources Management and General Management. In addition to providing courses that examine the broad, conceptual issues of management, the department helps students acquire skills in developing human resources and solving "people problems."

Concentrations

General Management

The concentration in general management prepares students for a wide range of staff-planning or operations level careers in a variety of organizational settings. The concentration provides students with in-depth study of the structural and behavioral dimensions of organizations, and how these may be analyzed, altered, and assessed for more effective management.

Requirements

- MGT 401 Personnel Management Systems
  or
- MGT 402 Labor Relations Systems
- MGT 420 Organizational Theory
- MGT 433 Comparative Management and Organization
  or
- MGT 434 Managing in a Global Environment
- MGT 440 Issues in Organizational Behavior
  or
- MGT 452 Organizational Change and Development
- MGT 450 Program Planning and Evaluation

Human Resources Management

The human resources management concentration prepares students for careers in such areas as manpower planning, recruitment, selection, and training; wage and salary administration; performance evaluation; equal employment opportunity; and the general area of industrial and labor relations.

Requirements

- MGT 401 Personnel Management Systems
- MGT 402 Labor Relations Systems
- MGT 420 Organizational Theory
- MGT 450 Program Planning and Evaluation
  or
- MGT 461 Compensation Administration
- MGT 460 Human Resources Management: Issues and Trends

MGT 130
Introduction to Business
Staff
Familiarizes students with the nature of business and its relationship to other institutions in society. The course examines business ownership, organization, management, marketing, human resources management, production, and finance. In addition, the course explores issues of the relationship between capitalism and business, the law and business, and government and business.
3 Lect Hrs, 3 Credits

MGT 303
Managing Organizations
Staff
Examines theory, research, and practice in the management of organizations. Students learn to make use of analytical tools for recognizing, diagnosing, and acting on managerial problems related to organizations to their objectives, and to the development of human resources. The course emphasizes topics at the macro level, such as organizational analysis and design, and at the micro level, such as managerial behavior, motivation, and interpersonal relations.

MGT 330
Business Environments and Public Policy
Staff
Examines the interaction of business and government in the contemporary public policy process in the United States. The course helps students become familiar with the private sector's effect on the public sector as well as the public's effect on the private. It also examines how government promotes, regulates, and competes with private enterprise.
3 Lect Hrs, 3 Credits

MGT 331
Managerial Ethics and Social Issues
Staff
Examines the kinds of ethical principles (e.g., justice equality, rights and obligations, and the public interest) generally offered in justification of ethical judgments. Students learn to apply these principles to the social and economic issues that managers face, such as pollution, safety, discrimination, and fiduciary and product responsibilities. The course includes a research paper on an ethical problem in management.
3 Lect Hrs, 3 Credits

MGT 401
Introduction to Human Resource Management
Staff
Examines the role of the human resource manager in both public and private sector organizations. Topics include manpower planning, selection, appraisal, training and development, compensation, and international aspects.
Prerequisite: MGT 303 or permission of instructor.
3 Lect Hrs, 3 Credits

MGT 402
Labor-Management Relations
Staff
Explores the philosophy, development, structure, and problems of union-management relations in both the public and private sectors. The course examines such subjects as labor market analysis, labor history, union organization, the legal environment, collective bargaining, arbitration, and contract administration.
Prerequisite: MGT 303 or permission of instructor.
3 Lect Hrs, 3 Credits

Department of Management

MGT 403
Concepts and Controversies in Public Management
Staff
Examines the role of public administrators in the design and implementation of public policy. The course deals with technical, political, and social issues in managing units of federal, state, and local government; and examines the historical development and the future of public administration, problems of managerial decision-making, and ethics in government, as well as public budgeting and personnel policy.
Prerequisite: MGT 303 or permission of instructor.
3 Lect Hrs, 3 Credits

MGT 420
Organizational Theory
Staff
Examines the classical, neoclassical, and systems theories of organizational structure and design. The course emphasizes the effect of size, technology, environment, and human factors upon the design of modern organizations.
Prerequisite: MGT 303.
3 Lect Hrs, 3 Credits

MGT 433
Comparative Management and Organization
Staff
Examines how cultures influence the structure and behavior of formal organizations. The course affords students the opportunity to analyze how such cultural factors as socioeconomic institutions and values relate to such organizational functions as finance, product delivery, and personnel recruitment, as well as to the general structure and management of an organization.
Prerequisites: MGT 303 and 330.
3 Lect Hrs, 3 Credits

MGT 434
Managing in a Global Environment
Staff
Designed to familiarize students with the world of international business. The course introduces students to the special problems and issues firms encounter by virtue of operations abroad. It focuses on such concerns as relationships with host governments, and the complexities of planning, communicating, and controlling in the international arena.
Prerequisites: MGT 303 and 330.
3 Lect Hrs, 3 Credits

MGT 440
Issues in Organizational Behavior
Staff
Treats particular concepts and issues of organizational behavior in depth. The specific topics vary in accordance with the interests of the particular instructor. Examples of possible topics are power and control, adaptation and socialization, and motivation and leadership.
Prerequisites: MGT 303; MGT 420 or permission of instructor.
3 Lect Hrs, 3 Credits

MGT 441
Organizational Change and Development
Staff
Focuses on the diagnostic and managerial intervention techniques which can improve organizational health and effectiveness.
Prerequisites: MGT 303; MGT 420 or permission of instructor.
3 Lect Hrs, 3 Credits

MGT 450
Program Planning and Evaluation
Staff
Acquaints students with the methods managers use to plan programmatic objectives and to evaluate results. This course discusses not only techniques of planning evaluation but also the political and organizational environments in which these techniques are executed. Topics include the determination of performance criteria and standards, the choice of research design and instruments, and the presentation of evaluation results to improve organizational efficiency and effectiveness.
Prerequisite: MGT 303 or permission of instructor.
3 Lect Hrs, 3 Credits

MGT 460
Human Resources Management: Issues and Trends
Staff
Provides students with an opportunity to obtain a broader understanding of the complex problems faced by managers responsible for decisions in human resources management. The course examines issues designed to pose multiple problems, testing as well as extending students' understanding of the materials covered in other courses in the human resources management sequence.
Prerequisites: MGT 401 and 402.
3 Lect Hrs, 3 Credits

MGT 461
Compensation Administration
Staff
Examines the role of company, government, union, and employee in the design and administration of total compensation systems. The course takes an in-depth look at such concerns as compensation system objectives, wage and salary determination, fringe benefits, pensions, and the role of compensation in appraising and motivating employees.
Prerequisite: MGT 401.
3 Lect Hrs, 3 Credits

MGT 478
Special Topics in Management
Staff
Addresses a specific topic in management. *Special Topics* courses are offered as one-time supplements to the department's curriculum. Descriptions of *Special Topics* courses are available during advance registration.
3 Lect Hrs, 3 Credits

MGT 480
Management Internship
Staff
Provides students with opportunities for full- or part-time work experience in a management setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisite: Enrollment in the CM degree program as a Management Department concentrator.
3 Credits

MGT 488
Independent Study
Staff
A student-initiated research project on a management topic, supervised by a member of the management faculty. The course is open to a limited number of students each semester.
3 Credits

MGT 490
Strategic Management
Staff
Focuses on the organization as a whole, from a perspective that takes into account both the role of top management and the future of the organization. The course is designed to be the capstone of the student's academic career. It develops an approach for identifying the ultimate aim of the organization, exploring its external environment for opportunities and risks, and relating these to internal strengths and weaknesses. The course is required of concentrators in accounting, management of human resources, management information systems, marketing, manufacturing operations management, service operations management, and private financial management.
Prerequisites: Management Core courses and senior standing.
3 Lect Hrs, 3 Credits

Department of Management Sciences

Faculty

Daniel G Shimshak, Chairperson and Associate Professor; Professors Sumer C Aggarwal, Oded Berman, John C Papageorgiou; Associate Professors Peter T Ittig, Fatemeh D Zahedi; Assistant Professors Noushin Ashrafi, J Oscar Gutierrez, Janet M Wagner; Lecturer Thalia Papageorgiou

The Department

The Department of Management Sciences offers concentrations in Management Information Systems, Manufacturing Operations Management, Service Operations Management, and Decision Sciences. The department offers students both a strong background in theory and opportunities to learn state-of-the-art practical applications and techniques. Students not seeking concentrations in Management Sciences but wishing to increase their knowledge in the area are encouraged to elect any of the department's upper level courses.

Concentrations

Management Information Systems

The management information systems concentration prepares students for careers in systems analysis and data processing for both private and public organizations. Courses provide students with a background in computers and information systems, data processing functions of an organization, concepts of systems analysis, and management science and computer models for problem solving.

Requirements

- MS 410 Structured Programming Techniques
- MS 411 Data Base Management
- MS 461 Systems Analysis and Design

and two of the following:

- MS 412 Knowledge Base and Expert Systems
- MS 414 Data Communications
- MS 420 Management Science Models
- MS 422 Decision Support Systems and Simulation
- MS 491 Advanced Topics in Information Systems

The department strongly recommends that students fulfill their general education requirements of disciplinary specialization from the computer science curriculum in the Department of Mathematics and Computer Science.

Manufacturing Operations Management

The manufacturing operations management concentration prepares students for careers in manufacturing industries in a variety of positions such as production scheduling, supervision and design, and quality and inventory control.

Requirements

- MS 450 Inventory Control
- MS 451 Forecasting
- MS 452 Quality Assurance
- MS 460 Production Planning and Control

and one of the following:

- MS 420 Management Science Models
- MS 422 Decision Support Systems and Simulation

Service Operations Management

The service operations management concentration prepares students for careers in the service sector in hospitals, banking, insurance, transportation, communications, utilities, wholesale and retail trade, real estate, government, and other service industries.

Requirements

- MS 422 Decision Support Systems and Simulation
- MS 451 Forecasting
- MS 462 Operations Management in Service Systems

and two of the following:

- MS 420 Management Science Models
- MS 450 Inventory Control
- MS 452 Quality Assurance
- MS 461 Systems Analysis and Design

Decision Sciences

The decision sciences concentration prepares students for a wide range of careers in areas that make use of quantitative analysis.

Requirements

- MS 420 Management Science Models
- MS 422 Decision Support Systems and Simulation
- MS 450 Inventory Control
- MS 451 Forecasting

and one of the following:

- MS 460 Production Planning and Control
- MS 462 Operations Management in Service Systems

MS 110
Introduction to Computers and Information Systems
Staff
Introduces computers, information systems, and their use in business decision making. Topics include management information concepts and components, productivity software tools, flowcharting, BASIC programming, and simple applications.
3 Lect Hrs, 3 Credits

MS 210
Managerial Statistics I
Staff
Provides the student with a basic knowledge of ways to reduce masses of data into a meaningful form for decision making. The course examines collection and presentation of data, frequency distributions, measures of central tendency and dispersion, probability and probability distributions, and an introduction to statistical inference. Participants make use of software appropriate for data analysis.
Prerequisite: Math 134.
3 Lect Hrs, 3 Credits

MS 211
Managerial Statistics II
Staff
Provides the student with additional (beyond MS 210) knowledge of statistical analysis approaches used in decision making. Topics include decision theory, Bayesian statistical approaches, statistical inference, non-parametric regression, and correlation analysis. Students use appropriate software to make realistic applications.
Prerequisite: MS 210.
3 Lect Hrs, 3 Credits

MS 301
Operations Management
Staff
Introduces the student to the design and control problems of every system that transforms inputs into outputs, with major emphasis given to the problems associated with the production function of a manufacturing organization. The course also covers operations research approaches used to solve the associated problems.
Prerequisite: MS 210.
3 Lect Hrs, 3 Credits

Department of Management Sciences

MS 410
Structured Programming Techniques
Staff
Introduces students to structured programming concepts using pseudocode and flow charts. The course also addresses topics in algorithms and data structure, and uses the COBOL language to apply these concepts. Students develop COBOL programs to solve a variety of managerial problems.
Prerequisite: MS 110.
3 Lect Hrs, 3 Credits

MS 411
Data Base Management
Staff
Presents the logical concepts behind data base systems, and the possible physical configurations and nature of data base management software. Problems to be addressed include the size of the data base, storage arrangement, and speed of retrieval, as well as the relationship of the system to other management components of the organization.
Corequisites: MS 410 and 461.
Prerequisite: MS 110.
3 Lect Hrs, 3 Credits

MS 412
Knowledge Base and Expert Systems
Staff
Introduces students to the expert systems used to aid decision making. The course covers the process of knowledge acquisition, knowledge representation, and building a working expert system. Particular attention is paid to techniques of representing and retrieving knowledge in computers. Students are introduced to easily accessible expert systems shells and more specialized tools. Topics include production rules, frames, associative networks, an artificial intelligence language (such as LISP or PROLOG), representation of uncertainty, and recent developments and methods, with emphasis on business applications.
Corequisite: MS 411.
Prerequisite: MS 110.
3 Lect Hrs, 3 Credits

MS 414
Data Communications
Staff
Emphasizes the managerial aspects of the design and implementation of data communication networks. The course seeks to help students understand what features and structure are needed for communications capability, and to give them some knowledge of current and evolving standards. This information provides a means of assessing specific implementations and vendor offerings. The course also examines key aspects of data transmission and coding in local and wide area networks, and the internal mechanisms by which communication networks provide a data transfer service for attached devices. Other topics include architectural principles, standards, and the protocols required for the exchange of data among users, computers, terminals, and other data processing devices.
Prerequisite: MS 110.
3 Lect Hrs, 3 Credits

MS 420
Management Science Models
Staff
Examines the usefulness and the limits of management science models in analyzing and solving managerial problems. Participants study linear and dynamic programming, network analysis, and queuing models, and are introduced to integer and goal programming as well as Markov processes.
Prerequisites: MS 211 and 301.
3 Lect Hrs, 3 Credits

MS 422
Decision Support Systems and Simulation
Staff
Introduces students to decision support systems (DSS) and simulation. The course describes DSS components, supporting technologies, and design methodologies; and helps students learn to identify the kind of problems for which decision support systems are appropriate. Students are introduced to the modeling needed for simulation, with applications being made to different functional areas. The design of typical DSS is illustrated through simulation languages and decision support tools. The course also outlines the selection and evaluation criteria for DSS tools.
Prerequisites: MS 110, 211, and 301.
3 Lect Hrs, 3 Credits

MS 450
Inventory Control
Staff
Examines the decision systems and models that are used in the control and management of inventories. The course also reviews the suitability of various systems for different categories of inventory items.
Prerequisites: MS 211 and 301.
3 Lect Hrs, 3 Credits

MS 451
Forecasting
Staff
Studies the different approaches to forecasting and the problems attendant on each approach. The course considers auto-correlation and trend analysis, moving averages, exponential smoothing, decomposition, and adaptive filtering, and introduces Box-Jenkens methodology.
Prerequisites: MS 211 and 301.
3 Lect Hrs, 3 Credits

MS 452
Quality Assurance
Staff
Examines approaches for planning the quality control function of a system, and analyzes problems of quality control. The course includes such topics as the function of quality control in its entirety and at each stage in the development of a product; the economics of quality control; and the data systems and diagnostic techniques that are used for quality improvement; as well as statistical aids, acceptance sampling, and vendor-customer relations.
Prerequisites: MS 211 and 301.
3 Lect Hrs, 3 Credits

MS 460
Production Planning and Control
Staff
Applies quantitative techniques to problems arising from the design, planning, and control of systems that transform inputs into outputs within a given functional area of an organization. Specific topics include aggregate planning, scheduling and sequencing, assembly line balancing, project scheduling, and material requirements planning.
Prerequisites: MS 211 and 301.
3 Lect Hrs, 3 Credits

Department of Marketing

Department of Management Sciences

MS 461
Systems Analysis and Design
Staff
Introduces various approaches to the analysis and design of computer based information systems, and critically examines systems development methodologies. The systems' life cycle model is introduced and contrasted with such alternatives as prototyping. The course emphasizes the role of the systems analyst and describes techniques to facilitate user involvement in the development process; it also discusses various diagramming and notational techniques for analyzing and documenting information requirements, and the methods for transforming these requirements into functional specifications. Topics include module and transaction design, human-computer interfaces, and system configuration. Practical activities focus on the analysis and design of various managerial applications.
Prerequisite: MS 110.
3 Lect Hrs, 3 Credits

MS 462
Operations Management in Service Systems
Staff
Studies the issues involved in the design, planning, and control of operations in service sector organizations, and the application of decision systems in planning, scheduling, and controlling service activities, measuring and controlling service quality, locating facilities and planning capacity, and dealing with other design and operational problems.
Prerequisites: MS 211 and 301.
3 Lect Hrs, 3 Credits

MS 478
Special Topics in Management Sciences
Staff
Addresses a specific topic in management sciences. *Special Topics* courses are offered as one-time supplements to the department's curriculum. Descriptions of *Special Topics* courses are available during advance registration.
3 Lect Hrs, 3 Credits

MS 480
Management Sciences Internship
Staff
Provides students with opportunities for full- or part-time work experience in a management sciences setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisite: Enrollment in the CM degree program as a management sciences department concentrator.
3 Credits

MS 488
Independent Study
Staff
A student-initiated research project on a management sciences topic, supervised by a member of the management sciences faculty. The course is open to a limited number of students each semester.
3 Credits

MS 491
Advanced Topics in Information Systems
Staff
This course acquaints students with developments in the field of information systems that are currently making an impact on industry. It prepares students to make critical assessments of the potential and the suitability of these developments.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

Faculty

Mary Lou Roberts, Chairperson and Associate Professor; Professors Betty Diener, Peter McClure, Arnold K Weinstein; Associate Professors Osman Atac, Leon Zurawicki

The Department

The Department of Marketing offers a concentration for students to learn the basic concepts and most current techniques, and to develop the skills used by marketing professionals. Students interested in careers in sales, advertising, product/brand management, direct marketing, promotional and trade show activities, and marketing research should elect the marketing concentration.

Students concentrating in marketing take two required courses and at least three marketing electives chosen to suit their individual interests. Marketing courses also frequently complement the academic programs of students in other concentrations.

Requirements

- MKT 310 Data Analysis for Marketing Management
- At least three additional marketing electives (excluding MKT 480, 485, or 488)
- MKT 495 Marketing Management (final, integrative course)

Strongly Recommended:

- MKT 480 Marketing Internship

MKT 301
Principles of Marketing
Staff
Develops students' understanding of marketing principles underlying the selection and assessment of markets, and the development and delivery of products and services.
Prerequisites: MS 110 and AF 211.
3 Lect Hrs, 3 Credits

Department of Marketing

MKT 310
Data Analysis for Marketing Management
Staff
Familiarizes students with data analysis techniques for marketing decision making. Emphasis is placed on secondary data and secondary data processing. The course makes extensive use of computers and commercial software: word processing and graphics programs, spreadsheets, and statistical analysis packages containing data description, bivariate and multivariate models. The course also emphasizes report writing and oral presentation skills.
Prerequisites: MKT 301 and MS 210.
3 Lect Hrs, 3 Credits

MKT 402
Sales Management
Staff
Develops students' understanding of and skills in managing the personal selling function. The course is divided into three parts; personal selling as part of the organization's promotional marketing and corporate strategies; self-management and the selling process; and administrative and strategic decisions of the sales manager.
Prerequisite: MKT 301.
3 Lect Hrs, 3 Credits

MKT 403
Advertising
Staff
Develops students' analytical and decision-making skills in media evaluation and selection, creative strategy, campaign planning, and evaluation. The course also examines the practical applications of contemporary advertising theory, and the place of advertising management in successful business operations and in society as a whole.
Prerequisite: MKT 301.
3 Lect Hrs, 3 Credits

MKT 404
Retailing Management
Staff
Examines the structure and nature of retailing enterprises. The course places a marked emphasis on analysis and decision making within retailing organizations.
Prerequisite: MKT 301.
3 Lect Hrs, 3 Credits

MKT 406
Direct Marketing
Staff
Direct Marketing has wide-spread applications to the marketing of consumer and business-to-business goods and services as well as to not-for-profit marketing. This course identifies the decision elements of direct marketing and covers the specialized techniques and communications media used to plan and implement direct response programs. It makes use of lectures, cases, guest speakers, and field trips.
Prerequisite: MKT 301.
3 Lect. Hrs., 3 Credits

MKT 407
Services Marketing
Staff
Examines what differentiates services marketing from the marketing of products. Special attention will be focused on the unusually intricate planning and interaction required among the traditional management functions of marketing, operations, human resources as well as finance that characterize the marketing of services.
Prerequisite: MKT 301
3 Lect. Hrs., 3 Credits

MKT 411
Marketing Research
Staff
MKT 411 is the second part of a two-course track in marketing research. While MKT 310 Data Analysis for Marketing Management emphasizes secondary data collection and data analysis, MKT 411 imparts a basic understanding of up-to-date primary data collection techniques of marketing research. The course examines construction of measurement instruments for primary data collection, field data collection techniques, and report writing.
Prerequisite: MKT 310 or permission of instructor.
3 Lect. Hrs., 3 Credits

MKT 430
International Marketing
Staff
Adapts marketing strategy to fit the special requirements of international market structures, as well as differing cultural, political, and legal environments. The course is recommended for students contemplating careers in international business.
Prerequisite: MKT 301.
3 Lect Hrs, 3 Credits

MKT 440
Buyer Behavior
Staff
Examines the decision-making models of individual and organizational buyers, the nature of various exogenous and endogenous variables that affect decisionss24and behavior, and the measurement of each variable and its significance to the marketer. The course draws on concepts from economics, psychology, sociology, and anthropology.
Prerequisite: MKT 301.
3 Lect Hrs, 3 Credits

MKT 478
Special Topics in Marketing
Staff
Addresses a specific topic in marketing. Special Topics courses are offered as one-time supplements to the department's curriculum. Descriptions of Special Topics courses are available during advance registration.
3 Lect Hrs, 3 Credits

Administrative Officers and Faculty

Department of Marketing

MKT 480
Marketing Internship
Staff
Provides students with opportunities for full- or part-time work experience in a marketing setting. On-site supervisors and faculty sponsors provide guidance and supervision for each intern.
Prerequisite: Enrollment in the CM degree program as a marketing concentrator.
3 Credits

MKT 485 (AF 485)
Small Business Practicum
Staff
Provides students with opportunities to apply management training principles to selected small business concerns. The course, offered in cooperation with the Small Business Administration, lets students offer management counseling and technical assistance to small organizations. Students work in teams with faculty guidance.
Prerequisite: Completion of Core requirement and permission of Instructor.
3 Credits

MKT 488
Independent Study
A student-initiated research project on a marketing topic, supervised by a member of the marketing faculty. The course is open to a limited number of students each semester.
3 Credits

MKT 495
Marketing Management
Staff
Teaches the principles of formulating a marketing program. The course demonstrates how and why marketing programs can be affected by the marketing forces that bear on the firm while still remaining consistent with the needs of the target market segment. TO BE TAKEN IN LAST SEMESTER OF UNDERGRADUATE PROGRAM.
Prerequisites: MKT 3091, AF 301 and at least two MKT courses other than MKT 480, MKT 485 or MKT 488
3 Lect Hrs, 3 Credits

Office of the Dean

Arnold K Weinstein, PhD, Dean
Mark A Schlesinger, PhD, Associate Dean for Academic Affairs
Albert E Brill, MBA, Associate Dean for External Relations, and MBA Program Director
H Pearl Peters, MPA, Assistant Dean for Administration
Judith Tofuri, BS, Coordinator of Staffing Resources
Martha Welch, MBA, Director, Educational Opportunities Program
Henry Johnson, MPA, Assistant to the Director, MBA
Diane M. Pyle, BS, Assistant to the Director, MBA
Elaine Bauer, EdM, Director of Student Services
Susan Davis, BS, College Advisor
Stephanie C Janey, BA, College Advisor
E. Wallace Coyle, PhD, Director, Writing Proficiency Program

Department Chairpersons

Lal Chugh, PhD, Accounting and Finance
Joan Moon, MA, Analysis and Communication
Gunther Boroschek, PhD, (Acting) Management
Daniel Shimshak, PhD, Management Sciences
Mary Lou Roberts, PhD, Marketing

Faculty

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College of Nursing

College of Nursing

The College

The College of Nursing is accredited by the National League for Nursing, a professional organization which has as one of its functions the accreditation of baccalaureate and higher degree programs in nursing. The program also meets all educational standards and requirements of the Massachusetts Board of Registration in Nursing. To be eligible for licensure as a registered nurse, the graduate must sit for the licensure examination administered by the Board of Registration.

Students completing the program's requirements receive both a liberal and a professional education. Graduates of the program are awarded the Bachelor of Science degree in nursing. This degree is recognized by professional nursing organizations as the degree for entry into professional practice. UMass/Boston nursing graduates are prepared to work with individuals, families, and groups in hospitals and communities, to foster, maintain, and restore health.

Application for Admission

The College of Nursing offers a four-year limited enrollment program in nursing. Students are admitted at the freshman level through the Admissions Office. The Office of Admissions considers each candidate individually based on

1. the secondary school transcript or its equivalent,
2. SAT scores,
3. successful completion, (indicated on the secondary school transcript) of one laboratory science course,
4. the individual's personal statement.

Students wishing to transfer into the College of Nursing from other institutions must also apply through the Admissions Office. To be eligible for admission to the College, transfer students with earned credits from other accredited collegiate institutions must be in good standing at their current colleges. Applicants with less than twenty transfer credits must submit their secondary school record and SAT scores to the Admissions Office. Credit may be transferred for completed courses appropriate to the requirements of the Nursing Curriculum Plan. Course syllabi may be required by the Admissions Office or by appropriate departments in order to determine credit equivalency. Transfer credits in the natural sciences will be accepted only if the natural science courses were taken within seven years of the time the student enters the program, and included a laboratory component. In general, all courses carrying a nursing (Nurs) code are to be taken at UMass/Boston. A transfer student wishing to transfer nursing credit from another accredited collegiate institution must petition the College of Nursing.

Students who are currently enrolled at UMass/Boston, and who wish to apply for intercollege transfer to the College of Nursing, may do so by submitting the Inter-College Transfer Form and appropriate transcripts to the College of Nursing. The inter-college transfer process is conducted in the spring and fall. Deadlines for application are February 15th (for admission to the fall semester program), and October 15th (for admission to the spring semester program). Inter-college transfer decisions are made on a space-available basis.

Criteria for admission of transfer students, including registered nurses, are

1. a cumulative grade-point average of 2.75 or higher,
2. successful completion of at least one laboratory science course,
3. for applicants who are registered nurses, evidence of a current Massachusetts RN license.

Because of the limited number of places, satisfactory completion of the above minimal requirements does not guarantee admission to the College of Nursing.

Requirements and Recommendations

General Requirements

Students must fulfill the curriculum requirements of the College of Nursing and must complete a total of 123 hours of course work, including the sixty hours of nursing (Nurs) courses. In addition, by the end of the sophomore year, students must have successfully completed the Writing Proficiency Examination administered by the College of Arts and Sciences. In order to be eligible for graduation, a student in the nursing program must achieve a minimum cumulative GPA of 2.0. A grade below a C (2.0) is unacceptable for any prerequisite course or nursing course. (These courses are marked with asterisks in the curriculum plan below.) Prerequisite courses and nursing (Nurs) theory courses may not be taken pass-fail.

Progression in the College of Nursing

All freshman and sophomore courses marked with asterisks in the curriculum plan are prerequisite to nursing (Nurs) 300-level courses, and must be completed before enrollment in those 300-level courses. Because the number of available hospital placements is limited, the student unable to complete the prerequisites before this deadline will not be placed, but will, on request, be considered for the following year's class on a space-available basis.

Students taking courses in the freshman-sophomore nursing curriculum on a part-time basis should plan their schedules with advisors so that they can be assured of places in the 300-400 level courses (which involve hospital placements) when they have completed their prerequisites. Students in the 300-400 level courses who interrupt their progress will, for the same reasons indicated above, be considered for the following year's nursing class on a space-available basis.

Students with outstanding incompletes may be required to clear those incompletes before continuing their progress in the College of Nursing. In addition, students must maintain an overall cumulative GPA of at least 2.0. When College of Nursing students meet with their advisors, they should discuss the College's academic progress requirements.

The College

Curriculum Plan: Generic Student

Freshman Year		Credits	Prerequisites
Engl 101 and 102	Freshman Writing I and II	3/3	
*Biol 111	General Biology	4	
*Chem 107 and 108	Introduction to Chemistry I and II	4/4	
*Psych 101	Introduction to Psychology	3	
*Nurs 100	Introduction to Nursing	2	
*(List A)	Socio-Cultural Studies	3	
*(List B)	Nutrition	3	Refer to List B
Elective		3	
Sophomore Year			
*Biol 207 and 208	Anatomy and Physiology I and II	4/4	Biol 111
*Biol 209	Medical Microbiology	4	Biol 111 and Chem 108
*(List C)	Growth and Development Courses	3/3	Refer to catalog
*Nurs 200	Foundations of Nursing	3	
*Nurs 201	Pathophysiology	3	Biol 207
Elective		3	

(1) Due to limited space, assignment to Nurs 200 will be made each semester by the College of Nursing. It is expected that following completion of Nurs 200, students will immediately enter Nurs 301.

(2) Freshman and sophomore courses (with the exception of the two electives) and the Writing Proficiency Examination must be successfully completed before a student may begin the 300 level sequence listed below.

Junior Year—1st Semester	Credits	Junior Year—2nd Semester	Credits
*Nurs 301 Nursing I	9	*Nurs 302 Nursing II	10
*Nurs 305 Health Assessment	4	*Nurs 314 Pharmacology	3
Elective	3	Elective	3
Senior Year—1st Semester	**Credits**	**Senior Year—2nd Semester**	**Credits**
*Nurs 401 Nursing III	10	*Nurs 402 Nursing IV	10
*Nurs 403 Professional Issues	3	*Nurs 404 Topics in Advanced Nursing	3
Elective	3	Elective	3

Students should consult with a College of Nursing advisor each semester to confirm the availability of the courses listed above.

Please Note the Following Carefully:

1. A student must achieve a grade of C (2.0) or better in all asterisked courses and maintain a cumulative grade point average of 2.0 or better. Failure to do so may result in dismissal from the College of Nursing.
2. At least three of the elective courses must be taken in the humanities. For a list of approved humanities courses refer to List D below.
3. Credit may be earned through selected CLEP examinations. Refer to List E.
4. Transfer credit is awarded for natural science courses only if taken less than seven years prior to matriculation.

Course Selection Lists: Distribution Requirements

A. Sociocultural Studies—any one of the following courses:
Sociol 101 Introduction to Sociology
Sociol 140 Life Cycle
Sociol 160 Social Problems
Sociol 201 Youth and Society
Anth 103 Cultural Anthropology (prerequisite for Anth 316)

B. Nutrition—any one of the following courses:
Biol 108 (offered spring term and summer session)
Chem 200 (offered fall term and summer session—prerequisite Chem 108)
Anth 316 (offered spring term—prerequisites Anth 103 and Biol 111)

C. Growth and Development—one course each from two of the groups listed below, for a total of two courses:

Group I	
Psych 242	
Sociol 475	Socialization
Psych 241	Infant and Child Development
Anth L301	Childhood in America
Group II	
Psych 242	Adolescence
Group III	
Sociol 342	Aging and Society
Psych 243	Psychology of Aging
Anth 355	Anthropology of Sex Roles
Group IV	
Sociol 281	Society and Individual
Anth 253	Culture and the Life Cycle
Anth 254	Culture and Personality

D. The three required humanities electives may be in any of these areas:

literature (any language)	music appreciation
classics	philosophy
art history/ appreciation	religion
	history
	language (200 level or above)

Included as approved humanities electives are core courses from the following categories designated in the Schedule of Courses booklet published each semester:
The Arts
Historical and Cultural Studies
Philosophical and Humanistic Studies

Any course from a category not listed above will qualify only as one of the three unrestricted electives.

The College

E. All nursing students may satisfy selected program requirements by attaining a score at the 50th percentile or better on the following CLEP examinations:

CLEP Examination	Credits	In Lieu of
General Biology	4	General Biology
General Chemistry	8	Introduction Chemistry I and II
Introduction to Sociology	3	Introduction to Sociology
General Psychology	3	Introduction to Psychology
Human Growth and Development	3	Infant and Child Development

In addition to the above required courses credit for elective courses may be gained through subject CLEP examinations *if permitted by the appropriate academic department.* Credit for Freshman Writing I and II may be gained by achieving a score at the 75th percentile or better on the General CLEP Examination for English. Credit for two of the three humanities courses may be gained by achieving a score at the 75th percentile or better on the General CLEP Examination for the Humanities.

Note: Credits gained by CLEP examinations are not necessarily transferable to other programs at the University.

The College

Curriculum Plan: Registered Nurse Student

Freshman Year		Credits	Optional Challenge Exams
Engl 101 and 102	Freshman Writing I and II	3/3	CLEP
*Biol 111	General Biology	4	CLEP
*Chem 107 and 108	Introduction to Chemistry I and II	4/4	NLN
*Psych 101	Introduction to Psychology	3	CLEP
*(List A)	Socio-Cultural Studies	3	CLEP—Sociology
*(List B)	Nutrition	3	NLN
Elective		3	
Sophomore Year			
*Biol 207 and 208	Anatomy and Physiology I and II	4/4	NLN
*Biol 209	Medical Microbiology	4	NLN
*(List C)	Growth and Development Courses	3/3	CLEP—1 course only
*Nurs 201	Pathophysiology	3	
Elective		3	

Registration for Nurs 305 (Health Assessment) will be determined by the School of Nursing based upon the student's completion of the above courses and date of entry into the RN/BSN program.

Junior Year		Credits	Optional Challenge Exams
*Nurs 305	Health Assessment	4	
*Nurs 314	Pharmacology	3	NLN
Elective		3	
Senior Year			
*Nurs 401 and 402	Nursing III and IV	10/10	Prerequisite: Nurs 305
*Nurs 403	Professional Issues	3	
*Nurs 404	Topics in Advanced Nursing	3	
Electives		6	

Students should consult with a College of Nursing advisor each semester to confirm the availability of the courses listed above.

Please Note the Following Carefully:

1. A student must achieve a grade of C (2.0) or better in all asterisked courses and maintain a cumulative grade point average of 2.0 or better. Failure to do so may result in dismissal from the College of Nursing.
2. At least three of the elective courses must be taken in the humanities. For a list of approved humanities courses refer to List D below.
3. Transfer credit is awarded for natural science courses only if taken less than seven years prior to matriculation.
4. Registered nurses with an associate's degree in nursing will receive transfer credits for nursing. Registered nurses from a diploma school must complete the NLN Profile Examinations to receive the twenty-four nursing credits.
5. The Writing Proficiency Examination must be completed in order to graduate. Further information is available from the School of Nursing.
6. Of the 123 credits required for graduation, a minimum of 30 must be earned in residence at the University of Massachusetts at Boston.

Course Selection Lists: Distribution Requirements

A. Sociocultural Studies—any one of the following courses:
Sociol 101 Introduction to Sociology
Sociol 140 Life Cycle
Sociol 160 Social Problems
Sociol 201 Youth and Society
Anth 103 Cultural Anthropology (prerequisite for Anth 316)

B. Nutrition—any one of the following courses:
Biol 108 (offered spring term and summer session)
Chem 200 (offered fall term and summer session—prerequisite Chem 108)
Anth 316 (offered spring term—prerequisites Anth 103 and Biol 111)

C. Growth and Development—one course each from two of the groups listed below, for a total of two courses:

Group I	
Sociol 475	Socialization
Psych 241	Infant and Child Development
Anth L301	Childhood in America
Group II	
Psych 242	Adolescence
Group III	
Sociol 342	Aging and Society
Psych 243	Psychology of Aging
Anth 355	Anthropology of Sex Roles
Group IV	
Sociol 281	Society and Individual
Anth 253	Culture and the Life Cycle
Anth 254	Culture and Personality

D. The following courses fulfill the three (3) required humanities electives:

literature (any language)	music appreciation
classics	philosophy
art history/ appreciation	religion
	history
	language (200 level or above)

Included as approved humanities electives are core courses from the following categories designated in the Schedule of Courses booklet published each semester:
The Arts
Historical and Cultural Studies
Philosophical and Humanistic Studies

Any course from a category not listed above will qualify only as one of the three unrestricted electives.

E. All nursing students may satisfy selected program requirements by attaining a score at the 50th percentile or better on the following CLEP examinations:

The College

CLEP Examination	Credits	In Lieu of
General Biology	4	General Biology
General Chemistry	8	Introduction to Chemistry I and II
Introduction to Sociology	3	Introduction to Sociology
General Psychology	3	Introduction to Psychology
Human Growth and Development	3	Infant and Child Development

In addition to the above required courses credit for elective courses may be gained through subject CLEP examinations *if permitted by the appropriate academic department.* Credit for Freshman Writing I and II may be gained by achieving a score at the 75th percentile or better on the General CLEP Examination for English. Credit for two of the three humanities courses may be gained by achieving a score at the 75th percentile or better on the General CLEP Examination for the Humanities.

Note: Credits gained by CLEP examinations are not necessarily transferable to other programs at the University.

The College

Nurs 100
Introduction to Nursing
Staff
Introduction to the nursing profession. Topics include the history of nursing and health care, concepts of health and illness, the roles and functions of the professional nurse and other health care providers, and political and economic influences on nursing and health care.
2 Lect Hr, 2 Credits

Nurs 110
Eating for Life
Staff
This course provides students with a brief practical course on nutrition based on the US Dietary Guidelines for health promotion and disease prevention, which offer practical guidance for making prudent food choices in today's society. The course does not provide a foundation in the science of nutrition as would be found in an introductory nutrition course. Rather, it focuses on developing in the student an understanding of the reasoning that underlies contemporary dietary recommendations, and on offering specific guidelines for implementing them.
1 Lect Hr, 1 Credit

Nurs 200
Foundations of Nursing
Staff
Introduces the skills considered basic to nursing practice. Areas of emphasis include communication skills, the nursing process, and basic technical skills. Clinical practice is included; students are assigned to care for patients in a health care agency.
2 Lect Hrs, 3 Lab Hrs, 3 Credits

Nurs 201
Pathophysiology
Staff
The course deals with alterations in the normal physiology of body structures. Discussion of normal state is followed by the description of physiological changes resulting in the symptoms of disease. Topics include the various body systems, such as cardiovascular, renal, respiratory, and endocrine.
Prerequisites: Biol 111, 207.
Corequisite: Biol 208.
3 Lect Hrs, 3 Credits

Nurs 301
Clinical Applications of Nursing Theory I
Staff
Introduces nursing process and systems analysis as major methodologies in nursing practice. The perspective of levels of prevention is viewed as the rationale for nursing management. Major emphasis is on the development of knowledge and skills necessary to assess the major indicators of an individual's health status, and to use them for averting or managing crisis. Both tertiary and secondary prevention levels are studied. The course has a practicum component.
Corequisite: Nurs 305.
4 Lect Hrs, 15 Lab Hrs, 9 Credits

Nurs 302
Clinical Applications of Nursing Theory II
Staff
The theme of this course is individual human needs and problems in relation to environment, and their consequent relation to nursing practice. Nursing management strategies with the potential for significant positive impact on human health and well- being are explored. Theories related to system analysis, crisis, and adaptation are applied to the study and management of individuals hospitalized with health problems which put stress on their regulatory processes. Using the individual as the unit of study, the course focuses on the relationship between internal and external systems. Concepts of secondary prevention are further developed and primary prevention is introduced. The course includes a practicum component.
Prerequisites: Nurs 301, 305.
Corequisite: Nurs 314.
4 Lect Hrs, 15 Lab Hrs, 10 Credits

Nurs 305
Health Assessment
Staff
The focus of this course is on assessment, the first phase of the nursing process, seen within an organizing framework of systems analysis. The nursing diagnostic statement is emphasized as the basis for the planning of nursing management. Basic processes of health assessment are introduced, as well as interviewing and history taking. Physical examination techniques (inspection, palpation, percussion, auscultation, measurement and instrumentation) are described as extensions of the observation process. The course includes a practicum component.
Corequisite: Nurs 301.
3 Lect Hrs, 3 Lab Hrs, 4 Credits

Nurs 314
Pharmacology
Staff
The course deals with the action of drugs on the body, especially as related to the physiology of disease, and to basic concepts of pharmacology: absorption, distribution, metabolism, excretion, routes of administration, and drug safety. Special emphasis is given to the mechanism of action of particular drugs, to side effects, and to drug interactions. Specific drugs are classified and studied according to their function and according to the system they affect, with particular attention paid to those drugs commonly used in clinical settings.
Corequisite: Nurs 302.
Prerequisite: Nurs 201.
3 Lect Hrs, 3 Credits

Nurs 321
The Phenomenon of Post-Traumatic Stress Response: A Health Care Perspective
Staff
This course focuses on the role of health care professionals in the prevention, assessment, intervention, and treatment of Post-Traumatic Stress Disorder (PTSD). The course takes an interdisciplinary approach, drawing on research and clinical scholarship in such fields as nursing, social work, psychology, war studies, veterans' studies, and women's studies. Participants review current research and evaluate various treatment modalities. Readings and discussions are augmented by video presentations and meetings with victims/survivors and with professionals who work with clients suffering from PTSD.
3 Lect Hrs, 3 Credits

The College

Nurs 401
Synthesis of Clinical Practice Concepts I
Staff
This course is designed to facilitate the student's entry into the community health care system. General systems theory provides the framework within which students examine issues related to family and community health concepts. Focusing on the family as the unit of study, the course examines major life crises, both maturational and situational, which affect families. Emphasis is on the mobilization of resources within the family and the community to deal with such crises. The course includes a practicum component.
Prerequisites: Nurs 302 and 305.
Corequisite: Nurs 403.
4 Lect Hrs, 18 Lab Hrs, 10 Credits

Nurs 402
Synthesis of Clinical Practice Concepts II
Staff
This course is a consolidation of the educational experiences of the nursing major, with comprehensive community health care as the synthesizing concept. Students seek to integrate strategies for all three levels of prevention in working with individuals, families and groups in the community. Emphasis is on the synthesizing of major nursing practice concepts, systems analysis, and consultation theory. Students apply scientific inquiry to an investigative study of a clinical problem. The structure and process of community systems are examined in relation to the health care delivery system. The course includes a practicum component.
Corequisite: Nurs 404.
Prerequisites: Nurs 401 and 403.
4 Lect Hrs, 18 Lab Hrs, 10 Credits

Nurs 403
Professional Issues
Staff
This course focuses on critical analysis of issues confronting the nursing profession. Major emphasis will be placed on the political process, labor/management issues, professionalism, and nursing research.
Corequisite: Nurs 401.
Prerequisite: Completion of all required 300 level nursing courses or permission of instructor.
3 Lect Hrs, 3 Credits

Nurs 404
Topics in Advanced Nursing
Staff
This course focuses on application of nursing management principles. Major emphasis is placed on educational preparation for practice, leadership skills, and clinical decision making.
Prerequisite: Completion of all required 300 level nursing courses or permission of instructor.
Corequisite: Nurs 402.
3 Lect Hrs, 3 Credits

Nurs 405
Independent Study
Staff
Students participate in ongoing research or clinical projects, or expand and reinforce clinical knowledge and skills through specifically arranged experiences.
Prerequisites: Successful completion of Nursing 300, 301, 305 and approval of the Dean, College of Nursing.
1-3 Credits

Nurs 431
Computers in Nursing
Staff
This course provides an overview of computers and computer use in nursing. In the first part of the course, students develop computer literacy and acquire skill in using a word processing software package. Most of the course work focuses on computer applications in several areas of nursing: practice, education, research, and administration. Participants also discuss the historical, ethical, and legal issues associated with the use of computers in nursing. The course is part seminar and part hands-on experience. At its completion students will be able to use a word processing package to prepare a paper.
Prerequisites: Upper division standing or permission of instructor. No previous computer experience required.
3 Lect Hrs, 3 Credits

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Kathleen Weinger, BS, *Boston College,* MS, *Texas Women's University,* Lecturer

The College of Public and Community Service

The College

CPCS was created with a consciousness that long-term, systemic inequities exist in important aspects of American life, in the availability of needed services, in educational opportunity, in job opportunity and professional advancement. Responding to these inequities, especially as they are evidenced within the urban setting, the College focuses on the need to improve public and community services in the metropolitan area.

One of the primary objectives of the College is to recruit students who are members of communities that have traditionally experienced limited access to higher education and inadequate services, and to enable these individuals to become both service providers and active participants in the development of their communities. CPCS provides these students with comprehensive degree programs focused on such community concerns as housing, legal services, gerontology, criminal justice, community planning, and social services. With its dual emphasis on providing access both to higher education and to careers in public and community service, CPCS hopes to fulfill part of its educational mission—to be a force in the pursuit of social justice in American society.

The goals of education at CPCS are:

1. *For the individual*: competence, sense of purpose, self-confidence, critical consciousness, capacity to work for change, capacity for life-long learning.
2. *For urban communities*: increased skills and potential for individual community members, more community participation in deciding upon and providing needed services, effective development of human and material resources.
3. *For public and community services delivery systems*: informed, community-based service providers, development and expansion of relevant professions, improvements in the quantity and quality of services.
4. *For higher education*: the development of effective educational methods for urban adult learners, full partnership in the process of improving urban life through the efforts of urban educators (teachers/practitioners/activists), the creation of a viable alternative educational system (the competency-based system in use at CPCS) that addresses the needs of adult learners.

The Student Community

The college attracts students whose experiences in life and work have already given them essential preparation for careers in public and community service, and whose goals include improving the delivery of services to people in need. CPCS students are a diverse and culturally rich group, representing the racial, ethnic, and social communities which make up the vitality of metropolitan Boston. For such a student population CPCS offers an environment free of class, racial, and ethnic isolation, and rich in opportunities to build awareness of and sensitivity to a multitude of attitudes, ideas, and values.

CPCS students are, for the most part, urban adults: they average in the mid-thirties in age; about 70% come from low-income areas; 60% are women; 30% identify themselves as members of minority groups.

Student Services

A wide variety of services appropriate for an urban adult student population is available at CPCS. These services are provided during both the day and the evening. Among them are financial aid counseling, career counseling, personal counseling, day care for children, disabled student services, health care services, peer support groups, and veterans' services.

The Competency-Based Curriculum

The competency-based curriculum at CPCS seeks to identify the skills and knowledge needed for effectiveness in public and community service. Students who demonstrate competence at CPCS have shown the ability to *do* something—to put knowledge and principles into practice. Some important features of competency-based education are:

Evaluation of Competence According to Publicly Stated Criteria and Performance Standards

All students are required to demonstrate competence according to high standards of performance which are defined in advance. Students are either evaluated as having successfully demonstrated competence, or are informed by their evaluators as to what further work is needed. There is no grading as such at the College. This standard-centered approach is at the heart of competency-based education: it allows students to focus on individual and group needs, to learn at their own pace, and to work cooperatively toward learning goals.

A Wide Variety of Learning Options

The College recognizes that learning goes on both in and out of the classroom. Students are encouraged to seek out learning opportunities in a wide variety of settings, such as work sites, community projects, organizations served by volunteers, etc. Sponsored experiential learning opportunities are offered through the following CPCS programs:

The Office of Field of Field Education coordinates relationships with community agencies, government departments and unions which offer agency-related personnel access to higher education and offer opportunities for enrolled CPCS students to learn and demonstrate competencies in field sites. These opportunities include a range of instructional models; structured courses with field-related components, individualized learning contracts, supervised group projects and individual internships. These community relationships join the College's service and educational missions by addressing urban problems at the request of cooperating agencies, and by offering students credit for experiential learning and demonstration of competence.

The Collaboration for Community Service and Development, funded by the Fund for Improvement of Post Secondary Education, provides field projects in which students work in faculty-supervised teams to learn and demonstrate competencies as they assist Boston-area community organizations which have requested technical research, or organizing assistance.

The "Critical Skills" Pilot Program offers a 2 semester sequence of courses and activities for students who have been identified through diagnostic evaluations and individualized counseling as "at risk". It offers students a more structured and paced curriculum enabling them to improve their academic skills in the area of reading, writing and math so that they can successfully fulfill graduation requirements for the B.A. degree.

Recognition for Competence Gained Through Prior Learning

The College recognizes relevant prior learning: CPCS offers adults who have had a wide variety of life and work experiences the opportunity to relate their learning to CPCS competencies.

Self-Directed and Self-Paced Learning

Within the limits of distribution requirements, CPCS students shape their own educational programs by achieving and demonstrating competencies central to their own interests in life and their service career objectives. Students may also accelerate the completion of their degree programs by working on any number of competencies beyond the general requirements for a full-time academic load (five competencies).

Academic Policies

Admission to the College of Public and Community Service

In considering applications for admission, the College gives high importance to each applicant's motivation, maturity, and desire to develop the skills and knowledge necessary for effective work in public and community service. All persons seriously interested in careers in this field are welcome to apply.

To apply for admission to CPCS, an individual must:

1. Attend a CPCS Admissions Seminar. These one-hour seminars are held every Tuesday, with the exception of holidays, at 9:00 am and 6:00 pm in Room 907 at the University's Downtown Center, on the corner of Stuart and Arlington Streets, in Park Square, Boston.
2. Complete the University's Undergraduate Admissions Application Form.
3. Complete the special CPCS personal statement form (available upon request or at Admissions Seminars).
4. Submit transcripts from high school and any other colleges attended. A personal interview is recommended but not required.

For further information about admission to CPCS, call the UMass/Boston Admissions Office (929-8000).

Minimum Academic Progress Policy

All full-time CPCS students must submit, for evaluation and certification, five competencies per semester. Of these five, at least three must be certified. Writing I must be completed by the end of the first semester and Writing II must be completed by the end of the third semester at CPCS.

A student who does not meet the above requirements may be asked by the Associate Dean for Academic Affairs to withdraw from the University.

Procedures for Withdrawal and Readmission

There are three types of withdrawal:

a. Withdrawal with clearance for automatic readmission (leave of absence): Such a withdrawal must be approved by the office of the Associate Dean for Academic Affairs. A student who has received such approval may be readmitted in any semester without further processing simply by submitting a notice of intent to return (Application for Readmission). This application must be submitted by June 1 for reentry in the following fall semester and by November 1 for the following spring semester. Acceptance will be on a space available basis.
(Important note: The clearance for automatic re-admission applies only to readmission to CPCS, not to any other College or program of the University.)

b. Withdrawal without clearance for readmission: If a student has withdrawn without clearance for readmission, his or her readmission application will be processed in the same manner as all new applications to CPCS.

c. Academic withdrawal: A student who has been withdrawn for not meeting the minimum academic progress policy may be readmitted only upon convincing evidence of an expected change in performance. To do this, the student must submit evidence of his/her ability to make academic progress to the Committee on Minimum Academic Progress, which will decide whether or not the student can re-enroll in the College.

The withdrawal must be approved by the Office of Academic Affairs. A student will not be considered officially withdrawn until this procedure has been completed. Failure to complete this withdrawal process can make the student liable for tuition charges even after he or she has left the University and may seriously jeopardize readmission at a future date. Transcripts will not be released by the Office of Registration and Records until official withdrawal has been completed.

Learning Opportunities at CPCS: The Competency Curriculum

Organization of the Curriculum

Competencies

Students who have demonstrated competence in areas defined by the College are said to have completed *Competencies*. The competency is the basic academic unit at CPCS.

Certificates

Since the College is engaged in the certification of competence, students who have completed sets of interrelated competencies are said to have earned *Certificates*.

Academic Centers

Certificate programs are administered by *Centers*. Faculty members working in Centers are responsible for developing competency statements and certificate programs, evaluating student demonstrations of competence, providing classroom and field-based learning opportunities, and serving as academic advisors. The seven Centers are:

The Applied Language and Math Center (ALM)

The General Education Center (The General Center)

The Community Planning Center

The Criminal Justice and Public Safety Center

The Gerontology Center

The Human Services Center

The Legal Education Services Center (The Law Center)

Learning Opportunities at CPCS: The Competency Curriculum

Distribution Requirements

CPCS distribution requirements are designed to provide each student with a varied and integrated educational experience. The College awards the Bachelor of Arts or Bachelor of Science degree to students who have:

1. successfully completed an Assessment program conducted by the General Education Center *and*
2. earned certificates in Applied Language and in Mathematics through the Applied Language and Math Center *and*
3. earned the General Education Certificate through the General Center *or* (in the case of students who entered CPCS prior to fall, 1980) earned five of the nine certificates offered under the old curriculum of the General Center *and*
4. earned one of the Career Certificates offered through the Centers for Community Planning, Gerontology, Human Services, Criminal Justice and Public Safety, and Legal Education Services, *or* earned a Career Certificate by completing a combination of competencies administered through two or more Centers *and*
5. completed competencies in an area of independent interest related either to the concerns of a career certificate program or to a different area of learning.

Outline of Degree Requirements at CPCS

No. Certificates required by Center	Certificates	No. of Competencies Required by Center
Applied Language and Mathematics Center 2	Applied Language Mathematics	10 4
General Center 1	General Education	20
Career Centers 1	*Choose one:* Human Services Certificate Community Planning Certificate Criminal Justice Certificate Gerontology Certificate Legal Education Certificate Combined Career Certificate Alternative Career Certificate	12
College-wide 1	Independent Interest Certificate	4
5 Certificates	Degree Requirement Totals	50 Competencies

The Curriculum

Career Certificates

To graduate, each student must complete a Career Certificate, reflecting the student's concentration in a particular career area. From year to year, changes in student needs and community needs are reflected by modifications in the list of available career concentrations. The list below is representative of the College's career offerings. An asterisk following a certificate on this list indicates that it is part of a Special Career Certificate Program, and therefore is open both to matriculated students and to others who may wish to enroll in such a program for professional reasons.

CPCS Career Concentrations

Adult Training in Human Services

Community Energy Planning*

Community Planning

Community Planning and Management

Community Service Management

Criminal Justice and Public Safety

Gerontology*

Human Services

Human Services Advocacy

Labor Studies*

Legal Education*

Management of Human Services

Management of Legal Institutions

Sample Competency Statement

A competency statement describes the desired outcome to be demonstrated and criteria and standards for the performance, and suggests the methods of evaluation of competence. Every student entering the College purchases a competency curriculum manual in which all competency statements are set forth in full. (Students must consult this manual before beginning work on the completion of competencies.) Below is a full competency statement, prepared by the Community Planning Center, to serve as a sample.

Competency Title: Concepts of Community

Rationale: Community planners must be able to define the communities for which they plan. This is no simple task, however. Official definitions may be contested by community members as insufficient or arbitrary—not reflecting the community as seen by its members. Yet popular definitions can be vague and consequently of limited usefulness.

To define communities more explicitly, planners therefore use both geographic (spatial) and non-geographic (non-spatial) perspectives. By non-geographic we mean social, economic, ethnic, cultural and other factors which contribute to community cohesiveness and group identity.

The definition of a community, and its needs and priorities, change as the emphasis placed on any of the above factors changes. Thus the community's definition directly affects the planner's work.

Community planners must also be aware of how their involvement in the community affects that community and the society at large. Planners possess powerful analytical and technical tools. Using these tools without defining one's role and its limits, a planner might harm the very people s/he hopes to serve.

Competency:

Can identify different types of communities and describe the planner's role in different work settings.

Criteria:

1. Must define a geographic (spatial) community by its official boundaries and a non-geographic (non-spatial) community by the factors that establish its membership.
2. From the following list must select three factors and explain how they may contribute to group identity in the spatial community: social, cultural, racial/ethnic, economic, age, sex, sexual preference.
3. Must compare the official definition of the spatial community with residents' perception of their community.
4. Where there is an official definition of the non-spatial community, must compare it with members' perceptions of the community.
5. Must choose a planning issue relevant to one of the communities defined in Criterion 1.
6. In addressing the planning issue, must identify the priorities and limitations in the role of a planner a) working for an official agency b) working for a community group

Standards:

1. The communities defined in Criterion 1 must have from 1,000 to 50,000 residents/members.
2. The spatial community must be defined by boundaries established by an official agency or department of the city, country or state and by its relation to surrounding communities.
3. Definition of the non-spatial community must include identification of any spatial (geographic) factors which affect the definition.

The Curriculum

4. In addressing Criteria 3 and 4, information must be based on interviews with five residents/members, each of whom belongs to a different sub-group of the community.
5. The chosen planning issue must be justified as being of genuine concern to the community.
6. In addressing Criterion 6,
   a) must identify the goals and functions of the official agency and the community group.
   b) must describe how differences in goals and functions might affect each organization's view of the planning issue.
   c) for each organization must describe what the planner might propose as possible solutions to the planning issue.

Methods of Evaluation (examples):

1. In a field work situation planning mental health services in Mattapan, identify Mattapan's official boundaries and residents' perceptions of Mattapan's boundaries. Discuss how non-geographical factors may contribute to alternative definitions of the community and its mental health needs. Finally, describe how the planners' role might vary in different work settings.
2. Based on your prior community experience, define Mission Hill, explaining how the definition of the community changes (geographically and non-geographically) when racial, economic, and age factors are considered. Describe how one's role as a planner would differ if you were working for Harvard or for the Mission Hill Planning Commission.
3. Using exercises assigned in a CPCS course, define the North Shore Gay Community, discussing variations of the members' definitions and the factors which may create the variations. As a health planner working to establish a North Shore AIDS screening program, discuss how your role would differ if you were working for the Massachusetts Department of Public Health or for a Gay Community AIDS Task Force.

Self Assessment and Planning for New Learning

A competency-based curriculum such as the one in use at CPCS requires that all students become self-directed learners. Planning and making decisions in one's life, career, and education involve what CPCS calls *assessment skills.* All students entering CPCS enroll in the Assessment Program, which provides a highly supportive environment for planning for and participating in a variety of learning activities. Students will find the skills they achieve through this program helpful as they progress in their College work, as they make short- and long-range plans for learning and career development, and as they continue beyond the completion of the BA or BS program.

The Assessment Program is designed

1. to introduce students to competency-based education at CPCS,
2. to familiarize students with CPCS requirements for the completion of competencies, earning certificates, and completion of the BA or BS program,
3. to assist students in identifying competencies for which they may receive recognition on the strength of prior learning experiences,
4. to identify areas which require new learning,
5. to develop skills in goal setting and planning.

By completing assessment requirements, students earn the assessment competency of the General Education Certificate.

The "Liberating Arts"

The College believes that the primary purpose of a liberal arts education is to free people's minds: to increase consciousness of the deeper meanings of our lives, our work, our communities. As we grow more aware of the meaning of what we do and of the relationships between knowledge and action, our consciousness is liberated and our ability to learn is revitalized.

The College has organized its general education curriculum along interdisciplinary lines to show the relationships among various fields of knowledge, and to relate these liberating arts to work in public and community service careers.

The General Education Certificate Program

The program starts with the student's own experience, involving self-assessment in a number of areas. It calls for demonstration of skills in criticism and argument. It introduces students to the academic disciplines, including ways in which their methods and concepts can be applied. And finally, it engages students in advanced work that results in action projects. Competencies at the advanced level are designed to be applicable in a wide range of content areas.

Completing the Certificate Program

The elements and requirements of the General Education Certificate program are listed below.

Self-Assessment Competencies

All students are required to complete the *first* competency listed, plus *any three others,* for a total of *four* in this area.

1. *Who Am I/What Do I Plan to Learn:* Can describe and assess learning gained through experience in social roles, and design a learning plan which describes your initial educational and career goals and how you plan to achieve them.
2. *Observing/Describing:* Can describe, on the basis of observation, a situation involving significant human interaction.

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3. *Sending/Receiving Information:* Can analyze your own communication style as a "sender" and "receiver" of information to determine changes needed to communicate effectively in different situations.
4. *Defining Learning Styles:* Can describe your preferred learning styles and evaluate their effectiveness, using the principles of learning theory.
5. *Taking a Stand:* Can identify your own position and explain your reasons for taking that stand.
6. *Cultural Awareness:* Can identify cultural patterns within your cultural group, explain how you integrated these patterns, and determine how they help or limit your interaction with members of other cultural groups.
7. *Building Social Networks:* Can identify human needs and apply network models in creating and/or analyzing a social network.
8. *Self-Assessment in the Arts:* Can describe and assess the process through which one creates a body of artistic work.
9. *Individual Roles in Groups:* Can analyze your own behaviors and roles in a group and describe, according to a selected theory or model, how those behaviors and roles contributed to the development of an ongoing group.
10. *Basic Organizing:* Can organize others to influence events within a political system, a community, or an organization, and can evaluate your own effectiveness as an organizer.

Criticism and Argument Competencies

All students are required to complete *one* of the first three competencies listed, plus *one* of the last two, for a total of *two* in this area.

1. *Analyzing Arguments:* Can break down arguments into their parts and identify and analyze their structure and adequacy.
2. *Using a Theory:* Can analyze a theory and apply that theory in a specific context.
3. *Analyzing Theoretical Disagreements:* Can analyze a critique of a theoretical position.
4. *Moral Argument:* Can critically assess moral arguments.
5. *Basic Social Criticism:* Can present and evaluate critiques of alternative responses to a social problem.

Applying Disciplines Competencies

All students are required to complete *any two* competencies in this area:

1. *Doing History:* Can collect, read and comprehend a variety of historical sources, evaluate their significance and use them to narrate a historical event, problem or development.
2. *Economic Literacy:* Can identify and use economic concepts to describe current economic issues.
3. *Sociological Practice:* Can apply concepts and methods of sociology to facilitate organizational change.
4. *Using Social Psychology:* Can apply methods and concepts of social psychology to the analysis of contemporary issues.
5. *Doing Ethnography:* Can observe and report on events, situations, and accounts of an element of the culture and social organization of a selected group. Can explain the cultural meanings these have for members of the group.
6. *Political Inquiry:* Can apply methods and concepts of political science in explaining and interpreting political action.
   or
   Power Analysis: Can describe and analyze power relationships in communities, organizations or groups.
7. *Marxist Analysis:* Can use methods and concepts of Marxism to explain an issue or problem.
8. *Analyzing Art:* Can analyze elements of a body of artwork and evaluate the work.
9. *Dynamic Concept of Groups:* Can apply social science concepts of "group" and explain the utility and limitations of each perspective in understanding the dynamic nature of a group.

Advanced Concentrations

All students are required to complete one full advanced concentration in a particular subject area, and a second, "mini"-concentration, in another subject area, both to be selected by the student. Subject areas are listed below. The full advanced concentration must include demonstration, in the given subject area, of all four advanced competencies listed below. The "mini"-concentration must include demonstration, in the given subject area, of any *two* of these advanced competencies.

The four advanced competencies are:

1. *Explaining Historical Change:* Can summarize a sequence of events leading up to an important historical change and explain the major causes of the change.
2. *Evaluating Theoretical Explanations:* Can identify, describe, and compare theories or prevalent explanations of a given issue or problem.
3. *Interpretation/Argument:* Can construct and defend an explanation of an issue.
4. *Action Project:* Can act on the basis of a stated argument.

At present the Center offers advanced concentrations in these subject areas:

a. Law and Social Order
b. Philosophy and Religion
c. Paying for the City
d. Organization and Environment
e. Boston and Its Neighborhoods
f. Women: Work, Family and Sexuality
g. Human Services

In addition, students may work with faculty to design their own advanced concentrations.

Note: Students may take Center-approved Urban Studies Program courses in the College of Arts and Sciences to meet the requirements of designated advanced concentration competencies (see list of advanced competencies above).

Elective Competencies

The requirement is to demonstrate *any six* General Center competencies, which may include demonstrating the ability to communicate in a modern language other than English about personal circumstances, needs and desires.

General Education Center

Learning Opportunities in the General Center

The following courses and field-based learning opportunities are typical of each semester's offerings.

Explorations in Human Awareness and Interpersonal Communication

An assessment related entry course. The purpose of the course is to help students increase their current awareness and skills with respect to cross-cultural and interpersonal communications. Students will participate in several exploratory group sessions which relate to experiential learning in regard to cultural issues and interpersonal dynamics. Students will then develop and implement a plan/project to further develop their awareness and skills in accordance with the requirements of the competencies.

Community People

An assessment related entry course. The goals of this course are to explore both the experience and the concept of "community": to look at how we, as individuals, have been influenced by the communities in which we and our families have lived, and by the ideas about community that we have developed; to learn about other forms of community than those familiar to this society today; to analyze differing concepts of community and arguments about the role of communities in people's lives; to evaluate critically the application (or lack of it) of social science concepts of community to such issues as public housing, urban renewal, "red-lining," and condominium conversion.

The Uses and Abuses of Social Psychology

The goals of the course are to explore what social psychologists have to contribute to the analysis of contemporary issues; to become alert to the possible misuses of social psychological knowledge; to develop skills in analyzing research studies and theories. We shall focus on theory and research about attitudes toward authority/processes of social influence.

Political Protest and Social Criticism

This course will involve readings about the main ideologies of political protest in U.S. history. Students will read texts by and about abolitionists, suffragettes, black nationalists, anarchists, socialists, syndicalists, communists, and feminists. Discussion will focus on the political content of these forms of social criticism. Students will also learn about the historical context in which these protests developed. There will be several films about various dissenting groups.

Strategies for Survival: Continuing to Serve People in Massachusetts

What do we do now? The current national/state climate leaves many people wondering what can still be done to provide services to people who need them. This course will offer a chance to examine the current situation and its implications, as well as to work together to devise strategies for change and resistance. Guest speakers will help us think about what's happening now and we will engage in group projects to help develop survival tactics, such as recipient and worker organizations, self help groups, and political coalitions.

Organization and Change

This course deals with fundamental organizational approaches and theories in the context of various constituencies and analyzes the way organizing effects change in various organizations. Discussions will include the areas of labor union organizing, issue organizing, community organizing, political organizing, electoral organizing (campaigns), and action organizing.

Conflicts of Responsibility

The commitment to do human services involves assumptions about the nature and extent of our responsibilities to others. In this course we will explore some of the following questions: 1) To what extent are we responsible for other people?; 2) Is it ever ethical to help a person against his or her will?; 3) Can we help others without imposing our values on them? Is that good?; 4) What should we do when we have conflicts among our responsibilities to ourselves, our clients, and society? The particular focus of the course will depend upon the interests of the students.

Understanding Current Economic Events: A Beginner's Guide to Mysteries

The objective of the course is to learn about the economic theories and concepts that will help students understand economic problems facing the country and the world. Topics depend upon current economic events, but will include inflation, unemployment, and recession.

Literature of Searching and Survival

In this introduction to literature, we will read novels, short stories, and poems which delve into life's big questions—identity, love and friendship, failure, aging and death. Authors include Ralph Ellison, Toni Morrison, Margaret Atwood, Saul Bellow, and others. We will approach the texts from our personal experience as well as by the use of techniques and terms which help readers understand the writer from "inside" his/her work.

Arts and Crafts of Native First People—Indians and Eskimos

A survey of the arts of the first people and their nations in the western hemisphere, from paleolithic times to the present age. Native first people arts and crafts will be examined for their uniqueness of style and their contributions to human values and community identification.

Organizing for Welfare Rights

Designed for welfare recipients and others who have the prior approval of the instructor. This course will address welfare policy issues from an organizing and networking perspective. An objective of the series of workshops will be to revitalize the ARMS (welfare rights) group. Another objective is to provide initial support to welfare recipients who are students at CPCS.

Black Biography

An examination of the life and times of Nat Turner, Harriet Tubman, Frederick Douglass and Paul Robeson. These selected heroic figures will serve as representatives of the black community's struggle against various forms of oppression and injustice.

Analyzing Political Argument

Can you find the hidden assumptions behind your opponent's arguments? Can you prove that their conclusions don't follow from the evidence? Can you make a convincing case for your own position? This course is designed to help students improve their reasoning and debating skills. The first half of the course will be focused on dissecting and evaluating competing political arguments; the second half will provide opportunities for students to construct, present and defend their own arguments.

General Education Center

Thinking About Ethics

In this course, we will discuss a variety of contemporary ethical issues—pornography and violence against women, nuclear arms, welfare policies, school prayer, etc. The focus will be on (1) helping students improve skills in making arguments and evaluating other people's arguments, and (2) giving students the opportunity to re-examine the moral positions they hold, and those they fight against, in order to develop more fully their own ethical points of view.

Advanced Concentration: Women's Studies

This course will serve as the basis for an advanced concentration on women's position in the workplace and in the family. Students will explore the change—or lack of change—in the ways women have viewed themselves and have been thought about and treated by others from the nineteenth century to the present. The course will begin with the status of women from the time of the American Revolution and then will focus on work, sexuality, and the family during two periods, 1810–1860 and 1930–1980. On the basis of this material, the course will address the questions: 1. Why have women been unequal for so long?; 2. What sorts of changes would bring about equality for all women, white women and women of color, working-class and middle-class women? Other learning activities in the concentration will help students in the area of two other competencies —Interpretation and Argument, and Action Project. Some examples of action projects are helping to organize a battered women's shelter, doing affirmative action organizing in an office, giving a lecture on the importance of ERA, etc.

Advanced Concentration: Marriage, Family and Culture

Marriage and the family are universal in human societies, but the specific forms of these institutions, and the ways in which they operate, vary according to the culture of the group. The goals of this course are to examine the nature of marriage and family in our own experience, and in selected other cultures; to trace and explain historical changes in marriage and family patterns, in terms of changing social contexts; and to evaluate the utility of different theories which purport to explain the similarities and differences in forms of marriage and the family. Students will also consider ways of gaining and demonstrating competence in Interpretation and Argument, and in an Action Project that will enable them to complete this advanced concentration at some later date.

Advanced Concentration: Global Village

The goals of this course are to examine the history and development of communications through mass media systems, with a principal focus on broadcasting in the United States over the past 50 years. The student will be expected to read the assignments, write theme papers, watch television, and develop a course project. Helpful prior competence: Survey reading, editing information, writing information, some prior work in communications, and criticism and argument.

Advanced Concentration: Social Welfare: Theory and Ethics

This study group will provide an opportunity for students to work together in designing an advanced concentration in social welfare, focused on the issues involved in creating and sustaining community-based models for meeting individual needs and for improving the quality of collective life. We will start work on the concentration by 1) sharing experiences we have had in communities; 2) identifying theoretical issues relevant to a variety of settings; and 3) examining historical changes in definitions of the society's responsibility to individual members. On the basis of prior experience and current interests, students will select specific historical topics and theoretical approaches for detailed study. Working individually or in small groups, students will prepare annotated bibliographies on their topics and share what they have learned with the study group.

Advanced Concentration: Political Economy

This concentration will start off with involvement in an action project related to the city's fiscal problems. Possible action projects: 1) monitor and intervene in the revaluation process of the City of Boston; 2) lobby the state legislature to increase aid to cities; 3) develop materials to educate citizens on the City's budget. Related to the action project, the history competency work will focus on the political and economic forces which have created fiscal crisis in the cities. The theories and explanations will examine both political and economic frameworks that explain why cities have been abandoned, and look at political economic concepts which would guide us in developing a more effective way to preserve our cities. The specific focus will be on Boston but the learning will be relevant to other American cities as well.

Beginning Spanish I

The goal of the course is to assist the student in learning Latin American Spanish. Emphasis is on speaking and listening rather than on reading and writing, and on the basic language patterns and vocabulary needed to answer simple questions and conduct simple interviews in public and community service settings. Students should expect to spend a second semester to reach the level required by the two competencies of Level I, and an additional two semesters if they want to acquire the complete certificate.

Intermediate Spanish I

The goal of this course is to assist the student in learning Latin American Spanish. After a review of the language structures and vocabulary with which the student is assumed to be familiar, the course will be devoted to reinforcing and enlarging on those skills and shaping them to be of specific use in public or community service settings. Students should normally expect to spend one additional semester to reach the level required by the certificate.
Prerequisite: Beginning Spanish I or the equivalent in knowledge and skills.

Ethnic Origins, Public Schools and Change

Using the example of the development of Boston, and especially the history of Boston's schools, students will be asked to describe the process of historical change and to identify a theory of history which would explain. Special attention will be given to the experience of immigration in developing Boston's communities and to the impact of ethnic changes on schooling.

Workshops and Special Group Activities

The workshops described below are designed to give students an opportunity to assess and explore individual learning styles.

How Do I Learn? How Can I Learn Best for Me?

In this course, students will identify ways in which learning was reinforced in their families and schools, reflect on learning experiences in which they were successful and in which there were problems, study theory about adult learning, set goals for future learning, and discover ways to deal with learning problems like math anxiety or distraction or fear of evaluation.

Building Social Networks

This course is designed to provide an opportunity for students to network with each other based, primarily, on life and work experience outside of CPCS. In a series of workshops students will create a mechanism through which referrals and networks can continuously form.

Workshops in Small Group Dynamics

The goal of this course is to provide theory, practice, and discussion, through experimental workshops and follow up sessions that focus on increasing and/or clarifying current skills, developing new skills for better understanding, and utilizing knowledge about small group dynamics for practical purposes.

Applied Language and Mathematics Center (ALM)

A student graduating from CPCS will have demonstrated competence in the kinds of reading, speaking, writing, and mathematics appropriate to careers in public and community service and to further study at the graduate level.

The Language Certificate program has three parts: Speaking (2 competencies), Reading (3 competencies), and Writing (5 competencies).

Each student must demonstrate all ten competencies required by the Language Certificate. Evaluation and instruction of the language competencies are offered at CPCS in a sequence that enables students to progress from beginning to intermediate to advanced work. Students should address these competencies in this order, and should make every effort to demonstrate the beginning competencies by the end of their first two or three semesters. Each student is required to demonstrate the beginning and intermediate competencies in reading and writing by his or her twenty-fifth CPCS competency. A carefully designed competency testing sequence, beginning prior to the opening of school and occurring throughout the year, will enable students to demonstrate competence and/or to identify their needs for further instruction.

Language Certificate Competencies

Speaking I: Public Interest Speaking: Can present information orally to a group in a well-organized and articulate manner, and can respond to unexpected questions with ease.

Speaking II: Advocacy Speaking: Can speak effectively in advocating a position, with the intent of persuading an audience not yet convinced of that position.

Reading I: Reading for Information: Can gather information from reading short passages about a variety of subjects, especially those relating to the study of public and community service.

Reading II: Research Reading: Using selected library research materials, can locate and read articles for research purposes.

Reading III: Reading Theories and Concepts: Can read and understand theories, concepts, and/or methods and their applications as presented in the literature of a professional field or academic discipline.

Writing I: Writing Information: Can present information in concise written form.

Writing II: Research Report Writing Competency: Using library resources, can prepare and write a short research report.

Writing III: Writing Analysis: Can develop and write an analysis which applies the theories, concepts, and/or methods of a profession, field, or academic discipline.

Advanced Writing IV: Can use advanced writing strategies to formulate and develop complex and/or independent positions required for the demonstration of advanced competencies in a professional field or academic discipline (IV A is for liberal arts students; IV B is for professional writing students).

Mathematics Certificate

To complete the Mathematics Certificate, students demonstrate competence in analyzing and presenting data, in problem solving, and in familiarity with fundamental computer concepts at a level appropriate to the professional preparation of individuals pursuing careers in public or community service. They demonstrate such competence through the completion of four competencies: Analyzing Quantitative Data (Math I); Problem Solving (Math II); Fundamental Concepts of Computers and Computing; and one of the following advanced electives: Personal and Public Service Money Management; *or* Statistics; *or* Programming Language (BASIC, COBOL, FORTRAN, PASCAL).

The Mathematics Certificate is designed to suit the variety of available career choices and the diversity of student needs at CPCS by affording students the opportunity to select an advanced elective in keeping with their own goals and aspirations.

Students are urged to consult with their academic advisor or their career center for assistance in selecting an elective appropriate to their career goals.

In addressing the mathematics competencies, students should progress sequentially from the beginning work and the required competencies to the advanced elective.

Instruction in and evaluation of all competencies is offered on a regularly scheduled basis. It should be noted, however, that:

1. competence in Math I must be demonstrated before the student undertakes Math II;
2. competence in Math II must be demonstrated before the student undertakes any of the elective competencies; and
3. competence in Fundamental Concepts of Computers and Computing must be demonstrated before the student undertakes Programming Language.

Instructional Program of the Applied Language and Math Center

The following learning opportunities were some of those which were available during recent semesters. Offerings vary each term.

Language Courses

Basic and Intermediate Offerings

Public Speaking

This course will help students develop the ability to organize and present material to the listener in a way that is understandable and well articulated. Students will be instructed in appropriate techniques of oral communication and will learn graphics, the effective use of media, tape recorders, and video equipment.

Writing Information

Writing Information offers concrete, effective strategies and tools to help the student solve a number of critical writing problems, such as topic selection and focus, controlling idea, thesis sentence, paragraph construction and development, and conclusion resolution.

Research Reading and Report Writing

This course is designed to meet the needs of students who wish to master the techniques of research report reading and writing: locating and reading library research materials, and preparing and writing the research report.

Advanced Writing Across the Curriculum Offerings

Drama and the Law

This course will focus on legal cases that have raised significant moral and social issues, and which have also been represented in drama, fiction, documentaries or other critical studies. We will see films and read literature to understand these conflicts in a human context, and read selections from briefs, courtroom arguments, and judicial opinions from the cases themselves to understand the conflicts in a legal context.

Community Planning Center

Applied Language and Mathematics Center (ALM)

Alcoholism in Society

With emphasis on the development of organizational skills to improve student writing, this course will sample both professional and general literature about alcoholism; five areas of interest are studied: defining the social problem, describing alternative or competing definitions of the problem, historical development of the problem (including political, social, economic, and interpersonal forces), systematic attempts to deal with the problem, and evaluating the effectiveness of attempts to deal with the problem including the impact of attempts upon affected individuals. Group reports, group discussion, and writing assignments on each of the above five areas are utilized to achieve an interactive classroom.

Math Courses

Applied Mathematics

Assessment-related entry course designed for both new and continuing students. An understanding of basic mathematics is an important ingredient in comprehending our highly complex society. This course is designed to help students meet the Math I competency while simultaneously providing practice in reading and problem solving. Addition, subtraction, multiplication, division of whole numbers, fractions, decimals, and percentages are studied in the context of a variety of applications. Most reading is from newspapers; there is some discussion of news issues with emphasis on the quantitative aspects of current affairs. Problem solving is learned from life or from work experience.

Statistics

This course examines the uses and abuses of statistics and gives the student the opportunity to develop skills in the use and interpretation of descriptive and inferential statistics. Topics include frequency distributions, measures of central tendency, variability, standard scores, probability distributions, samples and sampling distributions, estimation of parameters, hypothesis testing, correlation and regression.

Fundamentals of Computers and Computing

In this course students will learn fundamental ideas about computers and computer systems, the data processing cycle, technical developments, software and hardware, and social issues of computer use in the public and private sectors. They will also have hands-on experience in the computer laboratory, working with word processing, data base management, and statistical software. The course also provides an introduction to the BASIC programming language. Limited to 20 students.

Personal Money Management

This course is designed to help students learn and develop new ways of planning and controlling individual finances in order to meet personal goals and broaden financial understanding. Topics include budgets, property tax, various insurances, depreciation, loans and interest, installment buying and credit, investments, and cash flow. The student must have completed the Math I and Math II competencies before taking this course.

Adult Training in Human Services Program

This new program was developed in response to a need expressed by students. These students work in public and community service and are called upon to deal with adults in a variety of settings which require unique teaching skills, and different methods, materials, and programs. Four competencies form the core of the Adult Training in Human Services. They span the training process from needs assessment and curriculum design through implementation and evaluation procedures. Students in this program learn through regularly scheduled courses, directed study, field placement and/or jobs or community work. Students may elect to complete this program for an Independent Interest Certificate, for an Alternative Career Certificate, or as part of the joint Human Services Adult Training in Human Services Combined Career Certificate. The Directed Study in Adult Training in Human Services competency is an example of learning opportunities offered in this area.

Directed Study in Adult Training in Human Services

Students will meet with an instructor and develop learning contracts. Competencies to be addressed: Designing a Training Needs Assessment for Adults; Designing a Training Curriculum for Adults; Training Adults; Evaluating and Revising a Training Curriculum for Adults.

The Community Planning Certificate Program

The Community Planning Certificate is designed to provide education and evaluation of skills for individuals who are, or expect to be, involved in planning the improvement of important services and facilities for the benefit of small to medium-sized communities.

The skills in which students are trained are intended to be useful in planning for the needs of an urban neighborhood, a small municipality, or a particular population group, such as the elderly, youth, or the mobility-impaired. The employers of students who have earned the certificate might be community-based service agencies, community groups organized around one issue or many issues, or offices of a municipal government charged with community development coordination or with responsibility for addressing the special needs of a particular neighborhood or population.

The program may be used to specialize in planning for particular kinds of services or facilities, such as housing, social services, energy, economic development, but there is no requirement that the student specialize in any one area.

An additional goal of the program is to foster in the student an awareness of, and a capability to analyze, the political and value dimensions of his/her participation in the community planning process.

Earning the certificate requires the demonstration of twelve competencies. Choice and flexibility are provided within each competency through the many different community settings which may be used, the various issue areas which may be emphasized, and the various ways in which skills may be acquired and demonstrated.

The program emphasizes direct, first-hand involvement in community planning situations through organized projects and through the use of prior and present community or professional situations.

Community Planning Center

Specializations in the Community Planning Program

Students may choose to pursue specializations of their studies in Community Planning by electing competencies from housing, management, economic development, or energy after they have completed a core of eight specified, required competencies. Those wishing to pursue a Community Management "minor" may complete a Community Planning and Management Certificate by adding to the eight required competencies four management competencies undertaken as Independent Interest, thereby completing 12 community planning competencies which include four in management.

Community Energy Planning Certificate

This specialized 12 competency certificate is designed to meet the needs of students who want to pursue a career in the field of energy planning, or are already employed in the energy field. For this group, the certificate can help to broaden their understanding of the nature, scope, application, and problems of energy production and conservation at the local level. The program also helps students qualify for work in the field of consumer advocacy. Community members who are not working towards a BA degree may also enroll as special students in the Community Energy Planning Certificate Program, which takes two years to complete.

The Community Service Management Certificate Program

The Certificate in Community Service Management is designed for people who are working or preparing to work in the management of small to medium-sized public and private organizations, or who wish to enhance their ability to affect the role of such organizations in the economic and social development of the communities in which they live and work.

The certificate is also designed for students who seek management skills but do not plan to work in human service agencies. For these students, the broader Community Service Management Certificate is a more appropriate choice than the one in Human Services Management.

This certificate seeks to relate the management of organizations to the social and economic needs of people as participants in a particular neighborhood or community and as citizens in the larger society. It builds upon the broad base of the liberal arts, which foster an understanding of the nature of people as they function in society along with the skills required to interact with others.

The competencies included in the certificate will qualify the student to become an entry level manager in social agencies, state and local government, professional offices, small businesses, and ventures directed toward community economic development.

The twelve competencies making up the certificate emphasize the theory of communities and their development, as well as the professional skills necessary to implement activities leading to community enhancement and the efficient operation of such activities and enterprises.

Completing the Community Planning Certificate

Career Certificate Competencies

The following competencies must be completed by students earning the Certificate in Community Planning:

1. *Concepts of Community:* Can recognize and apply various concepts and perspectives used to identify and define communities for planning purposes.
2. *Community Description:* Can prepare a detailed and comprehensive description of a specific community.

*3. *Community Needs Analysis:* Can identify and analyze community needs within the larger context of community issues.

*5. *Plan Making: Planning Process and Decision-Making:* Can develop a plan addressing a problem or set of problems faced by a neighborhood or community.

*6. *Community Impact Assessment:* Can assess the impact on a community of an action by a public agency, private agency, or private developer; can assist the community in planning alternatives to the proposed action.

For competencies 7-12, students choose either generic Community Planning or Community Energy Planning as follows:

Community Planning

- Required:

7. *State and Federal Programs:* Can identify and describe state and federal programs affecting a particular community.
8. *Planning Models and Theories:* Can analyze the process used in the development of a plan for an urban community.

For 9-12 choose four from the following:

Proposal Development: Can develop a proposal to obtain funding for a community-oriented project.

Funding Strategies: Can systematically plan a funding strategy for a community program.

Evaluation Design: Can identify the basic issues involved in program evaluation and plan evaluation procedures for community-based programs.

Evaluation Implementation: Can apply advanced principles of evaluation to carry out and analyze program evaluations in community-based agencies.

Housing Design and Site Evaluation: Can devise a housing program, prepare a design scheme for a site, and evaluate the effect on the design scheme of conditions at the site.

Housing Development Finance: Can A) prepare a mortgage loan application for a proposed housing development where the apartment distribution and land costs are established; B) describe the purpose of the following loan-closing documents: note, mortgage, regulatory agreement, building loan agreement, construction contract, title insurance policy, and builder's risk insurance policy.

Community Planning Center

Housing Consumer Law: Can A) advise residents on their legal rights (as tenants, home buyers, and utility consumers) and how to defend them; B) assist individuals in filing complaints or seeking redress from public agencies for housing and utility problems.

Strategies for Economic Development: Can apply the major approaches of economic development to economic problems of a community.

Community Energy Planning

- Required:

*7. *Evaluation Design*

*8. *Housing Design and Site Evaluation*

*9, 10. *Energy Production and Conservation:* Can analyze and describe the development of current energy policy and identify specific energy alternatives and management options available to communities in the primary energy sectors (residential, commercial/industrial, and municipal) for affecting energy production and consumption.

- For 11 and 12 choose two from the following:

Housing Consumer Law: (see above)

Consumer Energy Advocacy: Can analyze current utility practice regarding energy and provide technical assistance to groups/organizations involved in energy issues.

Designing and Managing Energy Systems: Can apply technical knowledge of the design and management of existing residential or commercial energy systems.

*Indicates generic competencies which students in Community Energy Planning are expected to demonstrate with an emphasis on energy.

Completing the Community Service Management Certificate

Career Certificate Competencies

The following competencies must be completed by students earning the Certificate in Community Service Management:

1. Concepts of Community
2. Community Description
3. State and Federal Programs
4. Community Needs Analysis

**5. Management Theories and Practices

**6. Personnel Practices

7. Proposal Development
or
Funding Strategies

**8. Accounting Practices
or
Financial Management

**9, 10. *Two of the following:*
Proposal Development
Funding Strategies
Accounting Practices
Financial Management
**Community Relations

**11, 12. Evaluation Design *and*
Evaluation Implementation
or
Plan Making: Planning Process and Decision-Making

** See description below, under Agency Management competencies.

The Center for Community Planning also provides evaluation of and instruction in additional professional skills in the area of Agency Management. Skills in this area may be applied in an area of independent interest, thereby extending the 12 competency career program into what amounts to a 16 competency program. These competencies are also available for inclusion in student-generated combined Career Certificates.

Agency Management Competencies

1. *Management Theories and Practices:* Can understand and apply various management theories and practices to the operation of non-profit and government organizations.
2. *Accounting Practices:* Can understand the accounting cycle and use standard accounting practices to prepare basic financial records for a non-profit organization.
3. *Financial Management:* Can understand and apply techniques of financial analysis and financial management for non-profit and government organizations.
4. *Personnel Practices:* Can develop and make use of personnel policies and systems for non-profit and government organizations.
5. *Community Relations:* Can formulate a plan to develop neighborhood, community and Board support for a community-based agency.

Learning Opportunities in the Community Planning Center

The following courses and field-based learning opportunities were available during recent semesters. Offerings vary each term.

People and Places

This course attempts to stimulate thinking about various kinds and definitions of community; to define one community from the viewpoints of a variety of roles: planner, resident organizer, social service worker, and candidate for political office; to gain awareness of the cultural perspectives on community brought by differing racial and ethnic groups.

Evaluating Community Agencies

This course will assist students in designing evaluations of community programs; evaluation proposals will be based on measurable objectives and take into account principles of research design.

Community Portraits

This course will assist students in learning how to do social investigation of a small community or neighborhood, which will include defining the community's major physical, economic, historical, social and political characteristics. Weekly reading assignments, class discussions and field exercises will be offered.

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State and Federal Programs

This course will examine government programs for communities in the light of recent political changes, and the interconnection of the defense budget with domestic programs. Specific federal and state programs in such areas as transportation, community development, environmental protection and human services will be discussed, as well as the differences among income maintenance, revenue sharing, and categorical grants. To demonstrate the competency students participate in class, complete readings and write a paper.

Personnel Practices for Community Agencies

This course will help students learn how to devise a comprehensive personnel system to meet the needs and goals of a community agency.

Directed Study and Evaluation of Prior Experience in Management

This course is designed to help students who have prior course work experience in one or more of the management competencies to demonstrate their competence and to progress through the competencies.

Funds for the 80s

Students will be introduced to the range of funding sources available to those interested in community and human service programs. This introduction will include factual information, and elements crucial to analyzing the options and refining one's own strategy. The course will also cover proposal writing and marketing techniques.

Evaluating the Impacts of Development

Various techniques for evaluating the impacts of development on a community's physical and natural environment, traffic, housing market, economy, etc. Students should be able to evaluate and critique existing environmental impact statements. Students will also discuss the various conflicting roles of a community planner and define a coherent course of action consistent with their personal and professional values.

The Nature and Uses of Planning Theory

A series of theories used by the planning profession will be studied and analyzed, with emphasis on identifying their strengths and weaknesses and on their usefulness under various conditions. Marxist analysis will be optional for those students interested in this perspective.

Agency Finances I

This course will cover the basic principles of cash and accounting, financial statements for non-profit agencies, and budget and financial controls. Demonstration of competence is through in-class tests and take-home exercises.

Energy Trends

This course begins with an examination of past and present trends in energy technologies and policies. We then explore the policy options available to government decision makers at all levels as they plan the transition to the new era of expensive energy and use of renewable resources. Students will be provided with the concepts and tools necessary to analyze their community energy needs—who owns and controls it, how much it costs, where it comes from and the potential for energy conservation and job creation.

Evaluating and Managing Residential and Small Scale Commercial Energy Systems

This course examines various methodologies for conducting energy assessments of residential and commercial buildings. It also examines methods of appraising the contribution of solar heating, and the design characteristics of various types of active/passive systems. Students explore various options for improvement in the heating, cooling, and lighting systems of new and existing buildings, and develop the technical skills needed to qualify as certified energy auditors. The course is designed both for students who wish to work in this field and for those already employed who want to upgrade their skill as energy auditors.

Outreach and Linkages: Developing Community Support for a Nonprofit Agency

This course addresses the basic principles of marketing for non-profit organizations; techniques for media contact; and how to organize and operate an effective board of directors.

Strategies for Community Economic Development

This course explores various approaches to promoting economic development in local communities. Case studies as well as current issues are used to identify the range of economic development programs available to solve a variety of community problems including disinvestment, unemployment and underemployment, deficiencies in transportation and support services, and lack of community control.

Laboratory Courses/Field Projects

Some of the Center's instructional offerings are organized as laboratory courses, i.e. field projects in which the entire group of students works on a real project for a community organization. These projects often require extra hours and travel to various neighborhoods or towns around Greater Boston. Some of the courses described above which are often set up as field projects include:

- *Evaluating Community Agencies*
- *Community Portraits*
- *Funds for the 80s*
- *Evaluating the Impacts of Development*
- *Planning for Social Change*
- *Energy Trends*
- *Outreach and Linkages: Developing*
- *Community Support for a Nonprofit Agency*

Criminal Justice and Public Safety Center

The Center

The Center for Criminal Justice and Public Safety is the one of the new centers at the College of Public and Community Service. It offers a program of interdisciplinary study that prepares students for middle-management or professional, specialist positions within the field of criminal justice, and it is designed to meet the needs of students already employed in the field as well as those of future practitioners. The program also prepares students for related positions in all levels of government. It also provides a basis for future graduate study in criminal justice. Students who complete the program are awarded a Bachelor of Science degree in Criminal Justice.

The program of the Center for Criminal Justice and Public Safety is designed to broaden the scope of the student through interdisciplinary and inter-center study. In addition to completing a self-assessment program, earning certificates in reading, writing, and speaking, in mathematics, and in general education, as specified by the College-wide distribution requirements, students must also complete work in the professional specialty of criminal justice, in the administration of criminal justice agencies, and in such related disciplines as community planning, human services, and legal services, that lead to the awarding of the Criminal Justice Career Certificate. The requirements for the Criminal Justice Career Certificate are listed below.

For the benefit of students working during the day, it is possible to complete the program through evening study alone.

The Criminal Justice Certificate Program

The Criminal Justice student must complete 12 competencies, of which eight focus specifically on Criminal Justice; the remaining four are situated in specialized tracks.

Criminal Justice Competencies:
Crime, Justice and Society
Criminal Justice Administration
Criminal Law
Applying Theory to Policy and Practice in Criminal Justice
Researching Criminal Justice Issues
Legal and Moral Dilemmas
Race, Crime and Culture
Community Involvement in Criminal Justice

Specialized Track Competencies:
Students must also complete four competencies from each of the following three groups.

Group I: Criminal Law and Law Enforcement Track.

Forensics
Issues in Police Management
Negotiations (Legal Services Center)
Court Procedure (Legal Services Center)
Access to Legal Institutes (Legal Services Center)
Field Work in Criminal Justice

Group II: Correction Track.

Youth Services and Corrections
Corrections and the Adult Offender
Probation and Parole
Field Work in Criminal Justice
Basic Intervention (Human Services Center)
Analysis of a Social Problem (Human Services Center)

Group III: Criminal Justice Evaluation and Planning.

This group is under development for implementation at a later time.

Gerontology Center

The Gerontology Certificate

The Gerontology Certificate Program was created in 1980 to help professionals respond to the needs of the growing numbers of older people in our society. From the outset, the program has sought to involve older people themselves in the study of aging, and to provide both older and younger people with the skills and resources in social policy which can better enable them to plan for an aging society. These policy skills prepare students for such jobs as home care case managers, nursing home ombudsmen, administrators in senior centers, community advocates, and direct service providers to the elderly.

The Gerontology Program's three emphases reflect career options available to graduates: social policy, applied research, and direct services. Learning opportunities in these areas help students to acquire knowledge of and familiarity with state and federal policy of particular relevance to the aged; to develop skills identifying the medical, legal and social needs of the older person; and to increase their theoretical and practical knowledge of aging, through fieldwork intervention on a one-to-one basis with a frail elder in a community setting.

The Gerontology Certificate Program draws on competencies from the entire college. Twelve career competencies, one speaking competency, and one general education competency are needed to complete the Gerontology Certificate. Gerontology courses are offered in a concentrated one day a week format, with completion of a certificate possible in two terms of study.

Gerontology Center

Completing the Certificate Program

The following competencies must be completed by students seeking the Gerontology Certificate:

1. *State and Federal Programs for the Elderly*: Can identify and describe state and federal programs for the elderly.
2. *Community Needs Analysis:* Can identify and analyze ommunity needs of the elderly within the larger context of community issues.
3. *Community Service for the Elderly:* Can participate in a selected class field project involving the elderly in a community setting.
4. *Life Stages of the Elderly:* Can identify, compare and describe various theories of aging, and give illustrations.
5. *Basic Intervention:* Can perform a human service intervention with a frail elder in a supervised field internship for a period of 8 to 10 weeks and can describe and analyze theories of a helping relationship.
6. *Intervention with Elderly Individuals:* Can work purposefully with a group of elderly, using theory to accomplish stated goals.
7. *Culture and Human Service Delivery for the Elderly:* Can discuss the impact of race, culture, and ethnicity on the aging process and on the delivery of services to the elderly.
8. *Interviewing and Reporting Information*: Can interview and report information relevant to a selected class field project involving the elderly in a community setting.
9. *Working on a Human Service Issue:* Can work purposefully on a human service issue that affects the elderly, to promote change.
10. *Analysis of a Social Problem of the Elderly:* Can analyze from a historical perspective the origins of and social responses to a specific social problem of the elderly, and describe current methods of intervention.
11. *Legislative Structure, Power, and Process:* Can explain first the reasons internal to the Legislature relative to the success or failure of a bill of special interest to the elderly, and, second, how a bill becomes a law in Massachusetts.
12. *Influencing Administrative Agencies:* Can understand and be able to design a plan to change a decision already made by an administrative agency which serves the elderly.
13. *Economic Literacy:* Can identify and use economic concepts to describe current economic issues of special interest to the elderly.
14. *Public Interest Speaking:* Can present information orally on an elderly issue to a group in a well-organized and articulate manner and can respond to unexpected questions with ease.

Learning Opportunities in the Gerontology Program

The following are examples of typical instructional activities in the Gerontology Program which take place over two semesters of intensive study. Daytime classes are held once a week either Wednesday or Thursday, with morning and afternoon sessions of from two to two and one-half hours each. (A direct service internship placement with a frail elder is required during the student's fall term of study).

Legislative Issues and the Elderly

This course is an overview of the state legislative process, providing students with instruction and practice in analyzing social problems that affect older people.

Elderly Action-Research Project

This course will be taught as a community service project about a particular human service issue affecting the elderly. Students will conduct a community needs assessment, including interviews, and will prepare detailed write-ups about the issue in question.

Working with Frail Elderly

This course will include discussion, and instruction and practice in the skills necessary to deal with the frail elderly.

Delivering Services to the Elderly

This course will look at the elderly stage of life, its implications for the delivery of services, and the way cultural differences affect the delivery and the use of services.

Social and Economic Implications of Aging

This course seeks to provide students with a basic understanding of the economics of aging from the perspective of gender, race, and class. Students will review the major financial costs facing an aging population, including housing, health care, and basic necessities. Finally, students will examine and critique the extent to which federal/state policies and programs presently respond to the basic economic needs of an older population.

Human Services Center

The Human Services Certificate Program

The Human Services Certificate program is designed to address the basic skills and knowledge needed by all workers in the human services. As students gain competence in the basics, they can begin to specialize according to their interests and career goals. The program concentrates on skills needed to work with individuals, groups, and families, as well as those needed to work on a variety of human service issues in such areas as services for the mentally retarded, day care centers, drug programs and services for the elderly and other populations.

The Human Services Certificate requirements are organized to give students a balance of knowledge and "hands on" practice as well as general and specialized knowledge and skills.

Completing the Certificate Program

The certificate requires 12 competencies: Part I (four competencies) focuses on basic knowledge and skills; Part II (four competencies) focuses on theory and analysis; Part III (three competencies) focuses on the practical skills of intervention. Two additional elective competencies are also required.

Through the specific content area you select to demonstrate your competence and through the type of evaluation you select, you may use the Certificate to focus on a particular area of human service work. For example, you may be interested in working with adolescents and may demonstrate your competence in Basic Intervention, Interviewing and Reporting by your work in a youth agency, an interview, and a report of that interview with one adolescent. You might go on to critique some research on adolescents (Research Issues and Methods Competency), analyze the problem of teenage pregnancy (Analysis of a Social Problem), analyze adolescence in terms of the theory of developmental changes (Life Stages), carry out an intervention with an adolescent, and finally work with a group of adolescents as a group leader (Intervention Competencies).

Part I (All required)

1. *Human Service Systems:* Can describe the function of the various components of a human service system.
2. *Human Development:* Can describe the developmental changes which occur in people over the life span and relate these changes to theories of development.
3. *Interviewing and Reporting Information:* Can interview and report information relevant for a particular purpose in human service work (double weight competency).
4. *Basic Intervention:* Can perform a human service intervention in an organized setting and analyze it.

Part II

The following three competencies are all required:

1. *Race and Culture in Human Services:* Can discuss ways in which racial and cultural factors affect the delivery of human services.
2. *Development of Human Services:* Can describe the historical development of the human service system as a whole.
3. *Research Issues and Methods:* Can locate and critically evaluate research reports in an area of professional interest.

One of the following is required:

1. *Testing: Issues and Methods:* Can judge appropriate uses of major educational and psychological standardized tests.
2. *Analysis of a Social Problem:* Can analyze from a historical perspective the origins and social responses to a specific social problem, and describe current methods of intervention.
3. *Theories of Development:* Can compare and contrast two theories of development and use them to analyze a sample of behavior.
4. *Contemporary Families:* Can analyze the structure and function of contemporary families in terms of historical forces and human service influences.
5. *Life Stages:* Can analyze theoretically the developmental changes and issues for a particular life stage and apply this information to a human service situation.

Part III

Two of the following are required:

1. *Intervention with Individuals:* Can work purposefully with an individual, using theory to accomplish stated goals.
2. *Intervention with Groups:* Can work purposefully with a group using theory to accomplish stated goals.
3. *Working on a Human Service Issue:* Can work purposefully on a human service issue to effect change.

Learning Opportunities in the Human Services Center

The following are examples of typical instructional activities in the Human Services Center.

Collecting and Reporting Information

This course will explore different types of interviews; emphasis will be on developing students' observational and interviewing skills. Discussion exercises and practice interviews will be designed to assist students in assessing and developing their skills.

Mental Illness and the Family

This course will focus on how the family copes when one of its members is identified as mentally ill, and on how family members' relations with the "sick person" as well as with each other are affected.

Intervention with Adults in Training Groups

This course will examine a variety of theories about adult development and behavior with particular reference to the behavior of adults in group situations and to adult education. Students will then design and conduct a group training experience for adults. Class meetings will deal with effective methods for training adults. Students will share their experiences in conducting training sessions.

Analysis of a Social Problem: Drug Abuse

This course will focus on the social, political, and economic consequences of drug abuse, on types of treatment available to drug addicts, on who abuses drugs, why drug traffic is not controlled, and under what circumstances money to support drug treatment becomes available.

Human Services Center

Life Stages: Childhood

An intensive analysis of the social, physical, psychological, and cognitive aspects of childhood; and a study of institutions and services that serve children and how well they meet children's needs.

Race, Class and Culture

This course will explore the dynamics of race, class and culture in the context of human service delivery. Students will be expected to have done or be doing in the current semester the *Cultural Awareness* competency in the General Center and the *Human Service Programs* competency in the Human Services Center.

Human Development

This is an assessment related course designed for both new and continuing students. The course will explore the ways in which a person develops over the life span: biologically, psychologically, and socially. Major developmental theories will be studied to help explain changes which occur as a person progresses through the life stages.

Testing Issues and Methods

The goals of this course are to understand the general principles underlying testing and to develop a critical understanding of the implications of the use of tests and test results. Completion of Part I of the Human Services Certificate and demonstrated reading and writing competence are necessary for successfully meeting the competency requirements.

Consumer's Guide to Social Research

The course will focus on concepts in research and how to evaluate social science studies.

Basic Intervention

The focus of this course is to provide students with a basic understanding of the intervention process. It will help students evaluate their role as "helpers." Students will carry out a self-assessment of their own skills. The course will integrate individual and group learning plans.

The Culture-in-You and the Family

The intent of the course is to have participants explore, via mini-lectures, discussions, structured exercises, and activities, the give-and-take between the individual and the cultural context, and how families in general and one's own family in particular can be an arena for looking at the "culture-in-you."

Intervention with Individuals

In this course we will look at the effect of one person's intervention in another's life. We will discuss some basic theories related to the intervention process and students will be encouraged to explore and develop their own basis for intervention. Each student will be required to carry out an actual intervention of at least eight weeks. Some class time will be spent on supervising these interventions.

Examples of Field Program Instructional Activities:

Human Service Systems.
Basic Intervention.
Independent work on selected Human Service competencies.
Analysis of a Social Problem: Mental Health.

Internships in Various Human Service Agencies Field based activities allow students who are working in Selected human service agencies to take classes or other formal learning experience on the job site. Other students who want human service experience may also take this opportunity.

Please note that not all learning activities are available every semester.

Legal Education Services Center

The Center

The purpose of the Legal Education Services Center (the Law Center) is to improve the quality and decrease the cost of legal services. Our primary focus is the preparation of law workers for a wide variety of law jobs. The Center provides a program designed to sensitize students to many issues relating to legal service delivery. Students in the program learn skills that will allow them to work in many areas of legal service, administrative or legislative advocacy, or dispute resolution.

Law Center courses are offered twice, once in the morning, once in the evening. Competencies can be gained in courses, on the job, in a volunteer placement, or through independent study. Most students in the Law Center complete the Law Work Certificate as part of their BA degree. A limited number of places are available for students who wish to complete only the Certificate. We assume that a student devoting full-time to the effort can complete the certificate in three semesters.

Legal Services Education Certificate

To earn a certificate, students must complete twelve competencies. The following eight competencies, representing a core of skills, are required.

1. *Legal Reasoning:* Can demonstrate the ability to interpret statutes and regulations, analyze cases, analogize, and distinguish precedent.
2. *Legal Research:* Can utilize the materials in a law library to find and then to explain the relevant legal authority and precedent for a given problem.

Legal Education Services Center

3. *Administrative Agencies:* Can obtain from an administrative agency information describing how it makes most of its rules, and the procedure by which it conducts its adjudicatory hearings.
4. *Research Analysis:* Can research and analyze a legal problem for which there is a conflicting or vague precedent.
5. *Negotiation:* Can prepare for and conduct a negotiation. Can also analyze the strengths and weaknesses of own performance.
6. *Legislative Structure, Power, and Process:* Can explain the reasons internal to the Legislature for the success or failure of a bill to become law in Massachusetts.
7. *Substantive Law:* Can describe the major sources of law and rulings from an area of substantive law; can analyze the outcome of legal problems based on the application of that law to fact patterns typical of that area.
8. *Values in the Law:* Can describe and analyze the values or fundamental assumptions reflected in a legal rule or legal institution, *or*
   Ethics of Role: Can demonstrate an ability to reason with ethical standards, both your own and those imposed by legal professional groups; and can evaluate the enforcement of ethical standards.

Students then choose to complete either Track A or Track B:

Track A

9. *Administrative Advocacy:* Can present a final oral argument at an adjudicatory administrative hearing, prepare the obtaining testimony from witnesses (friendly and hostile) at that hearing and evaluate the effectiveness of your preparations and actual advocacy performance.
10. *Legal Strategy:* Can develop a strategy for approaching a problem presented by a client which can be resolved in an adjudicatory, administrative, or court hearing;

Track B

9. *Law and Policy:* Can identify and analyze a deficiency in a law that affects a large number of people; describe the underlying public policy issue; the public policy goals to be achieved in changing the law; and evaluate the effectiveness of this change (or the likely effectiveness of a proposed change).
10. *Legislative Strategy:* Can develop a strategy for successful passage or opposition of a piece of legislation filed in either branch (House or Senate) of the Massachusetts Legislature, *or*

    Influencing Administrative Agencies: Can design a plan to change a decision already made by an administrative agency.

The final two competencies (11 and 12) can be completed by choosing two of the following electives, or competencies listed above that have not been used to fulfill requirements.

Court Politics: Can analyze ways in which courts are a part of the political process.

Community Legal Education: Can plan, in coordination with a community agency or community group, an educational program involving the law.

History of Law: Can trace the development of a law or legal institution.

Interviewing: Can determine the goals of an initial client interview, conduct the interview, and evaluate the results of the interview.

Mediation and Arbitration: Can prepare for and conduct a conciliation. Can analyze the strengths and weaknesses of your performance.

Implementation of Law: Can gauge the effects of legal acts by comparing the expressed intent of a rule of law with the ways in which it is carried out by the appropriate governmental agencies.

Learning Opportunities in the Law Center

The following courses and field-based learning opportunities were available during a recent semester. Offerings vary each term.

Basic Legal Reasoning and Research

This course combines the basic conventions and skills of legal argument with learning the effective use of a law library. Students learn to reason with the law - to search out the meaning of statutes and cases and to work with the interplay of facts and rules. In addition students learn how to find and analyze legal research materials.

Investigating the Operations of the Legislature and the Executive Branch

This course introduces students to the structure, process and sources of legal and political power in the Massachusetts executive and legislative branches. Students. examine specific agencies and legislative issues of current interest.

Negotiation

This course focuses on the development of negotiation skills: strategy preparation, techniques, use of power, and other issues in negotiation. Roleplays and video are used for practice and feedback.

Needs and Rights of Immigrants

This course focuses on some aspects of housing and immigration law. Students prepare for and argue in mock administrative hearings like those before the Immigration and Naturalization Service and rent control authorities.

Community Advocates Law Office

This Law Center sponsored program is a community/public interest law practice providing legal advocacy for low income individuals, community organizations, and providing mediation services for litigants in local courts. Students may choose between work in advocacy or mediation in a given semester. Students devote about 15 hours per week to the internship in advocacy, 10 hours for mediation. Through group classroom study and actual participation representing clients, students earn competencies and gain valuable skills and experience in the field. CALO currently handles cases in unemployment compensation, SSI, and utility shut-offs. In addition, there are opportunities for students to work with community groups and on public policy issues. Students must have completed the Legal Reasoning competency to participate.

Administrative Officers and Faculty

Legal Education Services Center

Multi-Forum Advocacy

Using real cases and role play, students examine the role of legal advocates in community organizing and the use of a wide variety of legal skills and strategies (including legislative, agency and litigation strategies) in representing and supporting community organizations in achieving their organizing and other goals.

Workers' Rights

This course is a critical examination of the law as it affects workers' rights in the private sector. We will analyze major statutes, cases versus NLRB rulings, learning how to construct effective legal arguments. We will also focus on the values and politics at work underlying American labor laws.

Advanced Legal Reasoning and Research

Students will learn a substantive area of law and how to do research in that area. A memorandum of law will be completed which reflects issues and responses, uses precedents with accuracy and reflects the ability to distinguish.

Discrimination in the Workplace

This course looks at various forms of discrimination in the workplace and focuses on what relief is available to victims through various legal forums. Students also examine the criteria by which the private bar chooses to take or reject cases and reviews existing law in Massachusetts to date.

Constitutional Law

This course examines several groups of rights and liberties in American constitutional law: freedom of speech and press; race and sex discrimination; and privacy and abortion. We will seek to put constitutional decisions in their historic and political context, taking up several periods of constitutional change, including the Civil War decades, the New Deal era, and the Warren/Burger courts.

Office of the Dean

Jemadari Kamara, PhD, Dean
Richard Rudolph, PhD, Associate Dean for Academic Affairs
Carmen Dillon, MEd, Associate Dean for Planning and Development
Barbara Buchanan, EdM, Director of Field Education
Marcia P Crowley, BA, Director of Career Planning
Andreas Thanos, MBA, Assistant to the Dean for Human Resources and Fiscal Management

Center Directors

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Marie Kennedy, MArch, Community Planning Center
Clark Taylor, PhD, General Education Center
Scott A Bass, PhD, Gerontology Center
Jean Griffin, EdD, Human Services Center
Phyllis Freeman, JD, Legal Education Services Center
Herman Hemingway, JD, Criminal Justice and Public Safety Center
Scott A Bass, PhD, Director, Gerontology Institute

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Harold R Bronk, Jr., BA, *Hofstra University, STB, Berkeley Divinity School and Karl-Eberhards Universitaet,* Professor
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Constance Chan, AB, *Princeton University,* MA, *Boston University,* PhD, *Boston University,* Assistant Professor
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James Green, BA, *Northwestern University,* PhD, *Yale University,* Professor
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Philip Hart, BA, *University of Colorado,* MA, PhD, *Michigan State University,* Professor
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Miren Uriarte, BA, *University of Florida,* MSW, *Boston College,* Associate Professor
Elaine Werby, BA, *Beaver College,* MSW, *Boston College,* Associate Professor
Ann Withorn, BA, *Florida State College,* MA, *Harvard University,* PhD, *Brandeis University,* Associate Professor
Bette Woody, BA, *Antioch College,* MS, *Columbia University,* PhD, *Massachusetts Institute of Technology,* Associate Professor

Program in Physical Education and Fitness

The Program

Students completing the Physical Education and Fitness Program's requirements receive an education that combines liberal arts and the technical aspects of a professional discipline. Graduates are equipped with a strong scientific background, a thorough knowledge of their chosen field, and the professional skills necessary to pursue careers in a wide range of specialties.

Degree Requirements

Students completing the major requirements receive the Bachelor of Science degree. Degree candidates must complete a total of 120 credits. A minimum cumulative average of 2.00 is required for the awarding of the degree.

All students must also complete the core and distribution requirements* and the writing proficiency requirement of the College of Arts and Sciences (For more information on these requirements, see the CAS section of this catalog).

Concentrations

Students who major in physical education/fitness have an opportunity to select from the seven concentrations listed below.

Sports Medicine. Students choosing this concentration are equipped with the knowledge and skills necessary for preventing and treating athletic injuries, and for rehabilitation after injuries, in all educational, recreational, and commercial environments. Students wishing to concentrate in Sports Medicine *must fill out an application form* in the Physical Education and Fitness Program office.

Exercise Science and Fitness Administration. This concentration emphasizes both the science and the administrative skills related to exercise and fitness. Applications include fitness appraisal, exercise testing and prescription, and the design of fitness programs.

Adapted Physical Education/Therapeutic Recreation. This concentration offers course work in adapted physical education, recreation for groups with special needs, physical education for the developmentally disabled, and therapeutic recreation and gerontology. Course work is augmented by an internship in which students can develop their skills in the design and implementation of programs for individuals and groups with special needs.

Recreation/Leisure Studies. Students in recreation and leisure studies learn to design, implement, and evaluate recreation programs for all age levels, while working as interns at community, municipal, profit and non-profit recreation agencies, and at rehabilitation centers, hospitals, and nursing homes.

Dance. This concentration provides the opportunity for students to explore the major areas of theatrical dance performing, or to meet current requirements for teacher certification in dance set forth by the Commonwealth of Massachusetts and approved by NASDTEC (National Association of State Directors of Teacher Education and Certification), so that all graduates are certified in thirty-one states. Students interested in teacher certification should be sure to read the note below on the proposed new Massachusetts certification requirements.

Teaching Physical Education in the Elementary School (K-9), and *Teaching Physical Education in the Secondary School (5-12).* These two concentrations enable students to meet current requirements for teacher certification in physical education set forth by the Commonwealth of Massachusetts, and approved by NASDTEC (National Association of State Directors of Teacher Education and Certification), so that all graduates are certified in thirty-one states. Students interested in teacher certification should be sure to read the note below on the proposed new Massachusetts certification requirements.

Requirements for Majors

All students majoring in physical education/fitness must complete the following courses: Biol 111, Biol 207*, Biol 208*; PE 160, PE 221, PE 225 (or PE Dnc 270, in the case of dance), PE 321, PE 406, PE 421, PE 425, PE 431, PE Hlt 102.

*For Physical Education and Fitness students only, Biol 207-208 count as core courses.

Additional courses are required of students in each concentration.

Sports Medicine. Students must complete the following courses (total, 24 credits): Biol 108; PE 210, PE 456, PE 466, PE Ath 200, PE Ath 307, PE Ath 426, PE Ath 436. Each student must earn five credits in skill development courses. PE 164 is required; an advisor must approve the student's choice of additional skill development courses. Each student must also take Clinical Field Work, PE Ath 460 (12 credits), which should begin during the second semester of the sophomore year.

Exercise Science and Fitness Administration. Students must complete the following courses (total, 21 credits): Biol 108; PE 210, PE 230, PE 441, PE 456, PE 466, PE Ath 307. Three additional credits are to be earned by taking one of the following courses (an advisor must approve the student's choice): PE 207, PE 226, PE Ath 426, PE Rec 281, MGT 100, AF 210. In addition, the student must earn five credits by completing the following skill development courses: PE 111, PE Dnc 146, PE 163, PE 164, PE 180, PE 182, PE 184, and one additional skill development course to be chosen with the approval of an advisor. Each student must also take PE 486 (12 credits), the internship in Exercise Science/Fitness Administration.

Adapted Physical Education/Therapeutic Recreation. Students must complete the following courses (total, 18 credits): PE 205, PE 357; PE Rec 251, PE Rec 281, PE Rec 352, PE Rec 481. Students must complete either PE Rec 455 or PE Rec 459 (total, three credits). Students must complete the following skill development courses (total, five credits): PE 161, PE 164, PE 191, PE 192, PE 193; PE Dnc 148, PE Dnc 149. Each student must also take PE Rec 485 (12 credits), the internship and seminar in recreation.

Recreation and Leisure Studies. Students must complete the following courses (total, 21 credits): PE Rec 251, PE Rec 281, PE Rec 285, PE Rec 381, PE Rec 405, PE Rec 481. Students must complete the following skill development courses (total, five credits): PE 161, PE 164, PE 165, PE 174, PE 191, PE 193, PE Dnc 148, PE Dnc 149. Each student must also take PE Rec 485 (12 credits), the internship and seminar in recreation.

Dance. Students must complete the following courses (total, 24 credits): PE 207, PE 355, PE Dnc 275, PE Dnc 279, PE Dnc 370, PE Dnc 378, ThArts 232, ThArts 355. Students must complete the following skill development courses (total, 15 credits): PE 192, PE Dnc 145, PE Dnc 146, PE Dnc 147, PE Dnc 148, PE Dnc 149, PE Dnc 150, PE Dnc 152, PE Dnc 155, PE Dnc 245, PE Dnc 250, PE Dnc 252, PE Dnc 345, PE Dnc 350, PE Dnc 445, PE Dnc 452, PE Dnc 475.

Students choosing to meet Massachusetts requirements for teacher certification in dance must also take the following courses (total, 21 credits): PE 190; PE 400 or PE 450; Phil 210; and Psych 241 or Psych 242.

Teaching Physical Education in the Elementary School (K-9). All students must complete the following courses (total, 15 credits): PE 190, PE 207, PE 337, PE 338, PE 456. All students must complete the following skill development courses (total, 12 credits): PE 161, PE 162, PE 163, PE 164, PE 166, PE 171, PE 173, PE 174, PE 175, PE 176, PE 180, PE 181, PE 182, PE 191, PE 192, PE 193, PE Dnc 148, PE Dnc 149, PE Dnc 152.

The Program

To meet Massachusetts requirements for teacher certification, students must also take the following courses (total, 18 credits): Psych 241, Phil 210, and PE 400 (Student Teaching and Seminar in Physical Education, K-9).

Teaching Physical Education in the Secondary School (5-12). All students must complete the following courses (total, 15 credits): PE 190, PE 83, PE 284, PE 336, PE 337, PE 456, PE Dnc 285. All students must complete the following skill development courses (total, 11½ credits): PE 161, PE 162, PE 163, PE 164, PE 165, PE 166, PE 170, PE 171, PE 172, PE 173, PE 174, PE 175, PE 176, PE 180, PE 181, PE 182, PE 183, PE 192, PE Dnc 148, PE Dnc 149, PE Dnc 152. *Note:* students must complete skill development courses in: team sports, before enrolling in PE 283; individual sports, before enrolling in PE 284; and dance, before enrolling in PE Dnc 285.

To meet Massachusetts requirements for teacher certification, students must also take the following courses (total, 18 credits): Psych 242, Phil 210, and PE 450 (Student Teaching and Seminar in Physical Education: 5-12).

Note on Teacher Certification Requirements

The Commonwealth of Massachusetts is in the process of establishing new requirements for the certification of teachers. *Therefore, to be eligible for certification in the Commonwealth under the guidelines current when this publication went to press, students enrolled in the teacher preparation concentrations must complete their baccalaureate degree programs no later than December, 1993. See the coordinator for teaching certification for details.*

Minors

The program also offers the five minors listed below.

Coaching
Dance
Exercise/Fitness
Recreation/Leisure Studies
Therapeutic Recreation/Gerontology

Requirements for Minors

A minor must earn 21 credits in appropriate courses. Information about specific requirements for minors is available from the program director.

Pass/Fail Regulations

Students may take one pass/fail course each semester, up to a maximum of eight in their college work. Majors, however, may take only one pass/fail course from the required course work in their concentration.

Course Repetition Policy

Students who wish to repeat a course must follow the University policy. Physical Education and Fitness students may repeat a course; however, preference will be given, based upon class enrollments, to students in the program taking the course for the first time.

Skill Development Courses

Lists of skill development courses appear at the end of the course descriptions below.

Transfer Credit Policy

Students wishing to transfer into the Physical Education and Fitness Program from other colleges and universities must have a transfer evaluation from UMass/Boston's Admissions Office. The program director reviews and approves all courses related to physical education for major or elective credit. A minimum of six three-credit physical education courses must be taken at UMass/Boston for the major. Students enrolled in UMass/Boston's other academic units who wish to transfer into the Physical Education and Fitness Program must file an intercollegiate transfer application form. Physical Education and Fitness students who wish to take courses outside UMass/Boston must obtain prior written approval from the program director.

Physical Education Courses

PE 190
Foundations of Physical Education
Ms Cummings
This course, offering an overview of physical education, and exploring its scientific foundations, is designed for the student interested in pursuing a career in physical education in the schools. Thirty hours of field work in the public schools is required.
Pre-Practicum I
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 204
Officiating Women's Sports
Staff
This course stresses knowledge of the rules of women's sports and the ethics and techniques involved in officiating them. The sports included are basketball, volleyball, softball, field hockey, and track and field.
3 Lect Hrs, 3 Credits

PE 205
Physical Activities for the Developmentally Disabled
Ms De Angelis
Students in this course consider the characteristics, potentials, and limitations of the developmentally disabled in the physical education curriculum; and study the philosophy, objectives, and guiding principles of programming physical education activities for the developmentally disabled.
3 Lect Hrs, 3 Credits

PE 207
Movement Studies I
Ms Haslett
This course is designed to help students understand the personal and psychological meanings of movement language. It emphasizes the cognates of expressive and scientific descriptions of movement, based on the work of Rudolf Laban.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 210
Computers in Physical Education and Sport
Ms Goldman
This course is designed to teach programming in BASIC with emphasis on software development in physical education and sport.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 221
First Aid and Cardiopulmonary Resuscitation
Ms Borne, Mr Webb
Students completing this course fulfill the requirements of the American Red Cross for the Standard First Aid and Safety Certificate and the Basic Life Support Cardiopulmonary Resuscitation Certificate. The course also presents basic techniques in athletic training.
2 Lect Hrs, 1 Lab Hr, 2 Credits

PE 225
History and Philosophy of Physical Education
Mr Bazzano, Ms Goldman, Ms Haslett
This course examines the history of physical education from ancient times to the present, and the leading philosophies of education upon which physical education has been based.
3 Lect Hrs, 3 Credits

The Program

PE 226
Psychological/Social Aspects of Sport
Mr Bazzano
This course analyzes human behavior in various types of sport situations. Psychological and social effects of physical activity will be discussed.
3 Lect Hrs, 3 Credits

PE 230
Introduction to Exercise Science
Mr Thomas
This lecture and laboratory course introduces the student to the study of exercise science. It focuses on exercise physiology, biomechanics, sports psychology, research methods, and research statistics.
Prerequisite: Biol 111.
3 Lect and lab Hrs, 3 Credits

PE 256
Lifetime Fitness
Staff
This course introduces students to the concepts and principles of physical fitness from the fields of exercise physiology and tests and measurement. It emphasizes the practical application of research to the design of individual physical fitness programs. Students gain an understanding of cardiorespiratory fitness, muscular strength and endurance, body weight and body composition, flexibility and neuromuscular relaxation.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 283
Team Sports Practicum
Ms Cummings, Mr Larsen
Students in this course consider the theory and practice of teaching team sports.
2 Lab Hrs, 1 Credit

PE 284
Individual Sports Practicum
Ms Arnold, Mr Larsen
Students in this course consider the theory and practice of teaching individual sports.
2 Lab Hrs, 1 Credit

PE 301
Physical Education in the Elementary School
Ms Haslett, Mr Saitta
Students in this course consider the aims and objectives of instruction in physical education at the elementary school level. The course emphasizes materials and techniques currently used by classroom teachers in teaching physical education from Kindergarten through grade 9.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 321
Physiology of Exercise
Mr. Thomas
Students in this course are introduced to the physiology of exercise through a review of basic anatomy and physiology considered in relation to physical activity. Students develop a scientific basis for understanding the physiological responses of the human organism to exercise, and consider practical applications of this understanding.
Prerequisites: Biol 207 and 208.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 336
Secondary Physical Education: Concepts and Practicum
Ms Cummings
This course acquaints students with the objectives and principles of the teaching of physical education. Twenty-four hours of field work in the public schools is required.
Pre-Practicum III.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 337
Elementary Physical Education: Concepts and Practicum
Ms Haslett, Mr Saitta
This course examines current methods, materials, and objectives for teaching physical education to children from pre-school through ninth grade. The emphasis is on planning lessons and using audio-visual aids. Twenty-four hours of field work in the public schools is required.
Pre-Practicum II
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 338
Procedures for Teaching Dance, Games, and Sports for Children
Ms Haslett, Mr Saitta
This course offers practice in selecting and teaching dance activities, games, and sports for children of elementary school age, and also considers the theory involved. Twenty-four hours of field work in the public schools is required.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 355
Application of Movement Studies
Ms Haslett
This course is designed to help students understand the relationship between expressive and scientific movement language through comparative analysis of movement, using practical applications.
Prerequisite: PE 207 or permission of instructor.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 357
Practicum in Motor Development of Individuals with Learning Disabilities
Staff
Students in this course learn how to plan and implement programs to assist in developing spatial relationships, visual motor coordination, body awareness, motor patterning, perceptual matching, and other related activities affecting learning. Students are given opportunities to observe and to make use of the Standardized Perceptual Motor Test in evaluating disabilities.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 400
Student Teaching and Seminar in Physical Education in the Elementary School (K-9)
Ms Cummings, Mr Larsen
A one-semester laboratory course in which the student teaches full-time in a public school. It is the responsibility of each student to fill out an application for student teaching placement by the end of his or her fifth term.
Hrs by arrangement, 12 Credits

PE 401
Organization and Administration of Physical Education, Health, and Athletics Programs
Mr Saitta
This course deals with the philosophy, objectives, policies, and problems involved in administering physical education, health, and athletics programs in schools.
3 Lect Hrs, 3 Credits

The Program

PE 402
Organization and Administration of Intramurals
Mr Saitta
This course explores the historical, philosophical, and theoretical background of intramural sports programs. Students consider organizational procedure and design, and program administration.
3 Lect Hrs, 3 Credits

PE 406
Motor Learning
Mr Bazzano, Ms Goldman
This course analyzes the factors involved in motor skill learning and investigates relationships among perception, cognition, and motor skill learning. The course considers major theories of learning as applied to motor skills.
Prerequisite: Permission of instructor.
3 Lect Hrs, 3 Credits

PE 421
Kinesiology
Mr Roncarati
This course introduces students to applied anatomy and to kinesiology. It offers a study of human motion through mechanical analysis. Lectures, laboratories, and demonstrations provide a scientific basis for understanding and applying the kinesiological, anatomical, and mechanical principles of human movement.
Prerequisite: Biol 207.
3 Lect Hrs, 3 Credits

PE 425
Adapted Physical Education
Ms Borne, Ms DeAngelis, Mr Webb
This course considers various physical disabilities and their implications for physical education. Fifteen hours of field work is required.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 431
Measurement and Evaluation in Physical Education
Mr Bazzano, Ms Goldman
This course focuses on the development, evaluation, and application of tests in physical education and considers elementary statistical techniques and tools as they apply to physical education today.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 441
Biomechanics of Sport
Mr Thomas
This lecture and laboratory course is designed for upper level physical education majors specializing in exercise science. The course focuses on the application of the laws of physics and mechanics to the analysis of human movement in sport and exercise, and acquaints students with how the human body functions during sport and exercise.
Prerequisite: PE 421.
3 Lect and Lab Hrs, 3 Credits

PE 450
Student Teaching and Seminar in Physical Education in the Secondary School (5-12)
Ms Cummings, Mr Larsen
A one-semester laboratory course in which the student teaches in a public school. It is the responsibility of each student to fill out an application for student teaching placement by the end of his or her fifth term.
Hrs by arrangement, 12 Credits

PE 451
Student Teaching Practicum and Seminar (K-9)
Staff
A laboratory course for students seeking a second level of teaching certification. One hundred and fifty hours of student teaching are required in a public school.
Hrs by arrangement, 6 Credits

PE 452
Student Teaching Practicum and Seminar (5-12)
Staff
A laboratory course for students seeking a second level of teaching certification. One hundred and fifty hours of student teaching are required in a public school.
Hrs by arrangement, 6 Credits

PE 456
Fitness Appraisal and Program Design
Mr Thomas
This course focuses on physical fitness appraisal and exercise prescription. Students will be introduced to sophisticated stress testing equipment and will develop skills in designing fitness programs for all ages.
Prerequisite: PE 321.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 460
Directed Field Work
Ms Arnold
Each student in this course is assigned to an agency, business, hospital, school, or other institution to gain experience. A minimum of 120 hours of field work is involved, as well as a seminars.
1 Lect Hr, 6 Credits

PE 466
Exercise Testing and Prescription
Mr Thomas
This course increases the student's knowledge of cardiovascular physiology and pathophysiology. The focus is on the development of different cardiovascular assessments through graded exercise protocols. The student develops skills in devising preventive and rehabilitative exercise programs.
Prerequisite: PE 456.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE 470
Special Topics
Staff
Study of special topics as offered by the department.
Prerequisite: Permission of instructor.
3 Lect Hrs, 1-3 Credits

PE 480
Independent Study
Staff
A student may register for independent study only with the permission of the department. The proposed study must be approved by the appropriate departmental committee and supervised by a member of the faculty.
Hrs by arrangement, 1-3 Credits

PE 486
Internship in Exercise Science and Fitness Administration
Ms Arnold, Mr Thomas
A one-semester laboratory course in which the student acquires professional field experience by providing full-time service at an approved site, appropriate to the student's career focus.
Prerequisite: Permission of internship supervisor.
Hrs by arrangement, 12 Credits

PE 490
Honors in Physical Education
Staff
Students in this course engage in directed study and do independent research, under faculty supervision, on approved topics. Each student must submit an honors thesis at the conclusion of the course.
Prerequisites: Permission of program chairperson and a cumulative average of 3.0 or above.
Hrs by arrangement, 3 Credits

The Program

PE 498
Cooperative Education Program—Physical Education
Staff
This course is open only to physical education majors who meet Cooperative Education/Internship Program eligibility requirements. Six Credits will be awarded for each work period in which a learning contract, supervised by the Physical Education Program, is successfully completed. A maximum of 12 Credits may be earned, only 6 of which may be applied toward the major.
Hrs by arrangement, 6 Credits

Sports Medicine Courses

PE Ath 200
Organization and Administration of an Athletic Training Program
Staff
A course designed to acquaint the student with the history of athletic training, with the kinds of injuries most often encountered in training, with the qualifications and duties of athletic trainers, and with the legal implications involved in this area. Students develop skills in implementing an athletic training program. Field work in the athletic training room is included.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Ath 300
Boston Sports Medicine Institute
Staff
Course content varies, but may include assessing, evaluating, diagnosing, and treating sport and dance injuries; rehabilitation concepts using isokinetics; and developing and implementing strength and conditioning programs. This institute is offered in the summer only.
1-3 Credits

PE Ath 307
Sports Medicine I
Mr Roncarati
A course designed to acquaint the student with common recreational and sport injuries. Emphasis is on the causes of injury, and on basic assessment and immediate treatment of injury.
Prerequisite: PE 221 and Biol 207.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Ath 326
Laboratory Techniques and Taping Methods For Athletic Trainers
Staff
A laboratory course designed to improve and develop the student's skills in taping, use of protective equipment, and immobilization devices. The course includes presentations of basic surgical and reconstruction procedures.
Prerequisite: PE Ath 307
2 Lect Hrs, 1 Lab Hr, 2 Credits

PE Ath 426
Sports Medicine II
Mr Roncarati
A course dealing with sport injury. Emphasis is placed upon rehabilitation programs and techniques currently used in the sports medicine field.
Prerequisite: PE Ath 307.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Ath 430
Therapeutic Exercise/Foundations and Techniques
Staff
A course designed to acquaint the student with techniques of restoring and improving an athlete's musculoskeletal fitness. The course explores such techniques as therapeutic exercise, range of motion, strengthening procedures, joint mobilization, soft tissue stretching and relaxation techniques.
Prerequisite: PE Ath 426
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Ath 436
Sports Medicine III
Mr Roncarati
A course designed to improve and develop students' skills in the use of therapeutic modalities (e.g., TENS, biofeedback, electrical stimulation, cryotherapy, hydrotherapy).
Prerequisite: PE Ath 426.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Ath 460
Clinical Field Work
Mr Roncarati
A laboratory course in which the student is required to do clinical field work at approved sites. Clinical work should begin during the second semester of the sophomore year. A student must have a 2.0 cumulative grade point average and maintain a 2.50 GPA in the major.
Prerequisites: Permission of sports medicine coordinator, PE 221 and Biol 207, and student membership in NATA (National Athletic Trainer's Association).
Hrs by arrangement, 3-12 Credits

Coaching Courses

PE Cch 203
Coaching Women's Team Sports
Staff
This course explores the philosophy, standards, techniques, and strategy of coaching competitive girls' and women's teams in basketball, softball, volleyball, field hockey, soccer, and speedball.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Cch 340
Coaching Baseball
Staff
This course explores the theory and practice of baseball in both team and individual play. It studies offensive ano defensive strategy as applied under game conditions.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Cch 341
Coaching Basketball
Mr Loscutoff, Mr Saitta
This course explores the theory and practice of basketball fundamentals, including individual play and styles of team offense and defense.
Prerequisite: PE 163 or permission of instructor.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Cch 342
Coaching Track and Field
Staff
This course explores the theory and practice of coaching track and field at all levels of competition.
Prerequisite: PE 181 or permission of instructor.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Cch 343
Coaching Football
Mr Larsen
This course explores various offensive and defensive systems of football play, and studies rules, strategy, coaching methods, conditions, and other aspects of administering football programs.
Prerequisite: PE 173 or permission of instructor.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

The Program

PE Cch 344
Coaching Wrestling
Mr Webb
This course explores the essential techniques of wrestling. It also studies conditioning and the preparation of teams for meets and tournaments.
Prerequisite: PE 183 or permission of instructor.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Cch 345
Coaching Hockey
Staff
This course explores the theory and practice of ice hockey in both team and individual play. Students consider strategies of team defense and offense appropriate for various situations in competition, and master the fundamentals of skating and other skills.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Cch 346
Coaching Lacrosse
Mr Webb
This course explores the theory and practice of coaching lacrosse. It studies the fundamental skills and strategies of team offense and defense, individual play, and both in-season and out-of-season preparation.
Prerequisite: PE 172 or permission of instructor.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Cch 347
Coaching Soccer
Mr Bazzano
Students in this course consider in depth the theory and practice of soccer fundamentals, including individual play and styles of team offense and defense.
Prerequisite: PE 175 or permission of instructor.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Cch 348
Coaching Gymnastics
Ms Pappalardo
This comprehensive course covers the six Olympic events for men and four events for women, as well as trampoline. It considers the construction of routines, conditioning, and the psychology of coaching, as well as the rules for administering AAU, USGF, high school, and college competitions. Students discuss officiating and earn ratings.
Prerequisite: PE 171 or permission of instructor.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Cch 349
Psychology of Coaching
Mr Webb
This course presents proven coaching methods and investigates problems inherent in large group competitive environments.
3 Lect Hrs, 3 Credits

PE Cch 460
Directed Field Work
Staff
Each student in this course is assigned to a school, college, agency, or team to gain experience with a knowledgeable coach. A minimum of 60 hours of field work is involved, as well as seminars.
1 Lect Hr by arrangement, 3 Credits

Dance Courses

PE Dnc 270
History of Dance
Ms Haslett, Ms Pappalardo
This course explores the development of dance from earliest times to the present day, and considers current trends influencing choreography. The course gives students a theoretical knowledge of dance to complement their work on physical skills.
3 Lect Hrs, 3 Credits

PE Dnc 275
Dance Notation
Ms Haslett, Ms Pappalardo
An introduction to dance writing, including Labanotation and Sutton notation.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Dnc 277
Production of Movement-Related Performances
Ms Pappalardo
This basic course develops the skills needed for staging and producing a variety of dance productions.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Dnc 279
Pedagogy of Dance
Ms Haslett, Ms Pappalardo
This methods course develops teaching skills in modern dance, ballet, and jazz. Twenty-four hours of field work in the public schools is required.
Pre-practicum II.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

PE Dnc 285
Dance Methods and Techniques
Ms Haslett, Ms Pappalardo
Students are introduced to methods and techniques in the teaching of dance.
2 Lab Hrs, 1 Credit

PE Dnc 370
Practicum in Dance
Ms Pappalardo
A practical application of dance techniques, choreography, and production skills culminating in a staged dance production. Twenty-four hours of field work in the public schools is required.
Pre-practicum III.
1 Lect Hr, 2 Lab Hrs, 3 Credits

PE Dnc 378
Choreography
Ms Haslett, Ms Pappalardo
In this course experienced dancers develop skills in creating dance compositions.
Prerequisite: Permission of instructor.
2 Lect Hrs, 2 Lab Hrs, 3 Credits

Health Courses

PE Hlt 102
Health Science/Fitness
Staff
This course stresses scientific information and the development of health practices that contribute to effective living; and the personal assessment of fitness.
3 Lect Hrs, 3 Credits

PE Hlt 203
Health Problems in the Classroom
Staff
This course considers health problems that adversely affect learning in school-age children, emphasizing the role of the teacher in recognizing and dealing with these problems.
3 Lect Hrs, 3 Credits

PE Hlt 306
Current Problems in Health and Physical Education
Staff
This course offers a topical approach, through readings in current literature, to today's problems in health and physical education.
3 Lect Hrs, 3 Credits

The Program

Recreation Courses

PE Rec 251
Recreation for Special Groups
Ms DeAngelis
This course introduces students to the philosophy, objectives, and basic concepts of recreational programming for special groups. The course also emphasizes methods, materials, and leadership techniques for conducting programs for the ill and handicapped, the developmentally disabled, teens, the elderly, the disadvantaged, and other special groups within communities.
3 Lect Hrs, 3 Credits

PE Rec 281
Recreation and Leadership
Ms DeAngelis, Mr Larsen
This course acquaints prospective community leaders, camp counselors, and playground leaders with the need in our society for the values to be found in recreation.
3 Lect Hrs, 3 Credits

PE Rec 285
Camping Education
Ms DeAngelis, Mr Larsen
This basic course introduces students to camping as an element of educational and recreational programs.
3 Lect Hrs and arranged camping experience, 3 Credits

PE Rec 352
Therapeutic Recreation and Gerontology
Ms DeAngelis
This course is designed to acquaint students in depth with specific impairments and handicapping conditions and their implications for recreation, particularly in a rehabilitative setting. Emphasis is given to the special problems of elderly persons. The course includes field trips and laboratory experiences.
3 Lect Hrs, Lab by arrangement, 3 Credits

PE Rec 381
School and Community Recreation
Staff
This course concentrates on schools as focal points in the provision of comprehensive recreation programs for all ages. Students are given opportunities for observation and field work in recreation programs at recognized "community schools."
3 Lect Hrs, Lab by arrangement, 3 Credits

PE Rec 403
Organization, Supervision, and Administration of Recreation in Community Schools
Staff
This course presents methods of planning, organizing, managing, directing, supervising, and evaluating all phases of recreation programs in community schools.
3 Lect Hrs, 3 Credits

PE Rec 405
Workshop in Outdoor Education
Ms DeAngelis
This course emphasizes the importance of understanding the relationship between human beings and the natural environment. The course includes lectures, field trips, and camping experiences, requiring extended commitments during weekends and spring vacation. A laboratory fee is charged.
Prerequisite: Permission of instructor.
3 Lect Hrs, Lab Hrs by arrangement, 6 Credits

PE Rec 455
Physical Education and Recreation for the Developmentally Disabled—Practicum and Seminar
Ms DeAngelis
This course is an in-depth study of the problems of developmentally disabled children in physical education and recreation programs. It includes 30 hours of field work.
Prerequisite: PE 205.
3 Lect Hrs, 3 Credits

PE Rec 459
Therapeutic Recreation and Gerontology —Practicum and Seminar
Ms DeAngelis
Students in this course consider in depth the philosophy, objectives, and basic concepts of therapeutic recreation. The emphasis is on rehabilitative needs and on the team approach within institutions and communities. The course involves 30 hours of field work in recreation and therapy and/or working with the elderly.
Prerequisites: PE Rec 281 and 352.
3 Lect Hrs, 3 Credits

PE Rec 481
Organization and Administration of Community Recreation
Ms DeAngelis
Students in this course explore the historical, philosophical, and theoretical background of recreation, play, and leisure, and study the planning and management of community recreation programs. The course includes classroom lectures and leadership experiences in the field.
Prerequisite: PE Rec 281.
3 Lect Hrs, 3 Credits

PE Rec 485
Internship and Seminar in Recreation
Staff
During two eight-week periods, each student in this course gains professional field experience providing full-time service in an approved cooperating recreation agency, outdoor education center, community school, hospital, or rehabilitation center. Students work in areas appropriate to their career choices.
Prerequisite: Approval of advisor.
1 Lect Hr by arrangement, 12 Credits

Skill Development Courses

Elective Skill Development Courses

Code Number	Title	Credits
PE 101	Badminton	½
PE 102	Basketball	½
PE 103	Conditioning	½
PE 104	Fencing	½
PE 106	Football	½
PE 107	Golf	½
PE 108	Gymnastics	½
PE 109	Handball	½
PE 110	Lacrosse	½
PE 111	Racquetball/Squash	1
PE 114	Sailing	½
PE 115	Self Defense/Personal	½
PE 116	Soccer	½
PE 117	Softball	½
PE 118	Stunts/Tumbling	½
PE 119	Swimming	1
PE 219	Advanced Life Saving	1
PE 220	Water Safety Instructor's Course (Prereq: PE 219)	2
PE 122	Beginning Tennis	½
PE 222	Advanced Tennis	½
PE 124	Volleyball	½
PE 125	Wrestling	½
PE Dnc 105	Folk/Square Dance Calling	½

The Program

Skill Development Courses (for Majors)

Code Number	Title	Credits
PE 160	Aquatics: Theory and Lab	1
PE 161	Archery: Theory and Lab	½
PE 162	Badminton: Theory and Lab	½
PE 163	Basketball: Theory and Lab	½
PE 164	Conditioning: Theory and Lab	½
PE 165	Fencing: Theory and Lab	½
PE 166	Field Hockey I: Theory and Lab	½
PE 170	Golf: Theory and Lab	½
PE 171	Gymnastics: Theory and Lab	1
PE 172	Lacrosse: Theory and Lab	½
PE 173	Recreational Football: Theory and Lab	½
PE 174	Recreational Games: Theory and Lab	½
PE 175	Soccer I: Theory and Lab	½
PE 176	Softball: Theory and Lab	½
PE 180	Tennis I: Theory and Lab	½
PE 181	Track/Field I: Theory and Lab	½
PE 182	Volleyball: Theory and Lab	½
PE 183	Wrestling: Theory and Lab	½
PE 184	Walk/Jog	1
PE 191	Introduction to Team Sports for Elementary Physical Education: Theory and Lab	1
PE 192	Rhythmic Analysis: Theory and Lab	1
PE 193	Introduction to Gymnastics Activities: Theory and Lab	1
PE Dnc 145	Ballet I: Theory and Lab	1
PE Dnc 245	Ballet II: Theory and Lab	1
PE Dnc 345	Ballet III: Theory and Lab	1
PE Dnc 445	Ballet Repertory	1
PE Dnc 146	Dance Fitness: Theory and Lab	½
PE Dnc 147	Social Dance: Theory and Lab	½
PE Dnc 148	Folk Dance: Theory and Lab	½
PE Dnc 149	Square Dance: Theory and Lab	½
PE Dnc 150	Jazz I: Theory and Lab	1
PE Dnc 250	Jazz II: Theory and Lab	1
PE Dnc 350	Jazz III: Theory and Lab	1
PE Dnc 475	Jazz Repertory	1
PE Dnc 152	Modern Dance I: Theory and Lab	1
PE Dnc 252	Modern Dance II: Theory and Lab	1
PE Dnc 452	Modern Dance Repertory	1
PE Dnc 155	Tap Dance: Theory and Lab	1

½-credit courses meet for either the first seven weeks or the second seven weeks of the semester.

Administrative Officers and Faculty

Administrative Officers

Gail B Arnold, MS, Director
Peter A Saitta, EdM, Associate Director

Faculty

Gail B Arnold, BS, *University of New Hampshire,* MS, *University of Massachusetts at Amherst,* Assistant Professor
Carmelo Bazzano, BS, MS, *Springfield College,* EdD, *Boston University,* Professor
Judith R Borne, BS, *State Teachers College at Bridgewater,* EdM, *Boston University,* Assistant Professor
Martha E Cummings, BSEd, *Bridgewater Teachers College,* EdM, EdD, *Boston University,* Professor
Edith G DeAngelis, BS, EdM, EdD, *Boston University,* Professor
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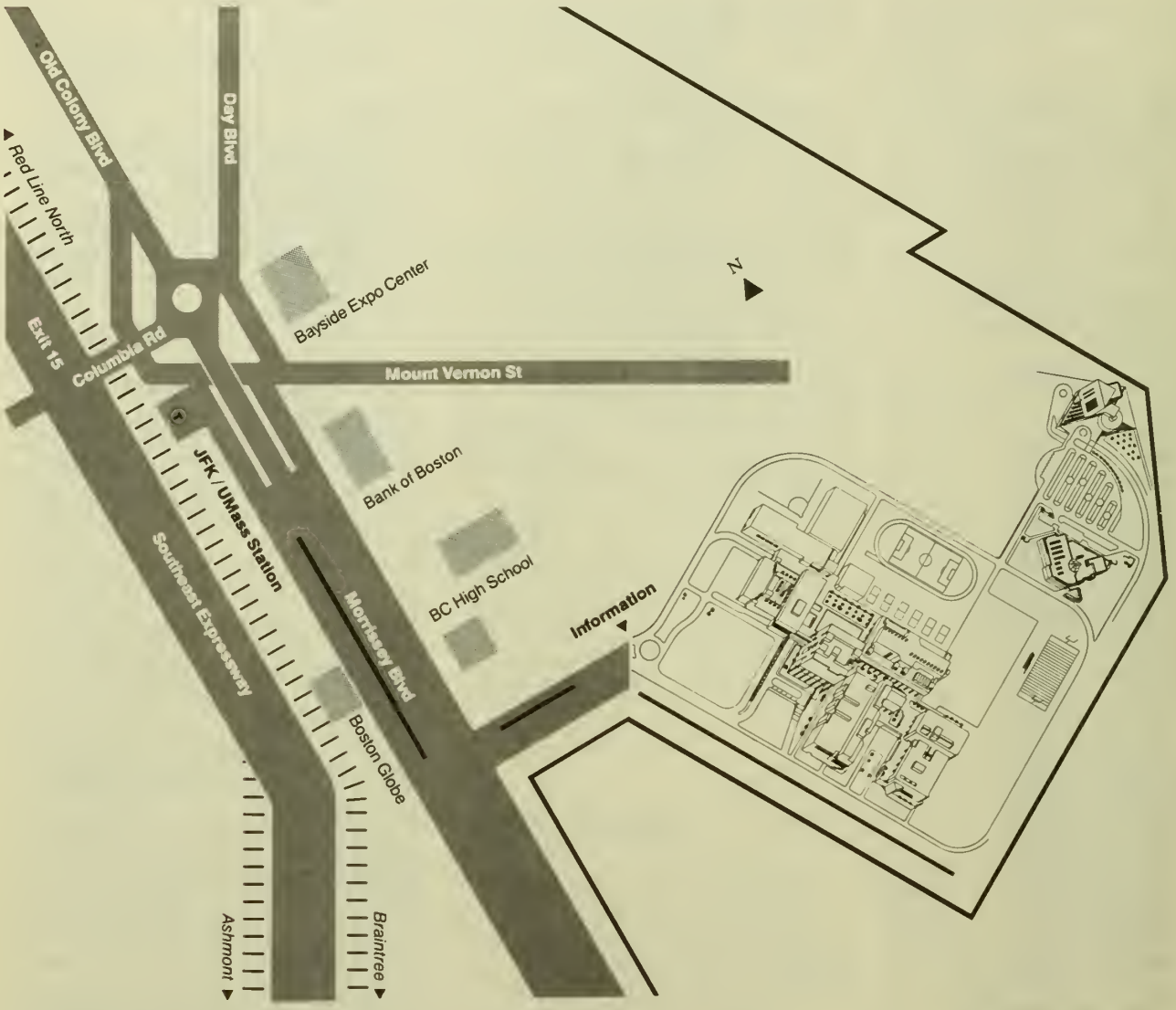
Jacqueline Haslett, BSEd, *Bridgewater State College,* EdM, EdD, *Boston University,* Associate Professor
Harry R Larsen, BS, *University of New Mexico,* EdM, *Boston University,* Assistant Professor
James Loscutoff, BSEd, *Boston University,* Assistant Professor
Margaret D Pappalardo, BS, MS, *Indiana State University,* EdD, *Boston University,* Associate Professor
Alfred L Roncarati, BS, *Springfield College,* MS, *University of Pennsylvania,* MS, *Northeastern University,* EdD, *Boston University,* Associate Professor
Peter A Saitta, BS, EdM, *Boston University,* Assistant Professor
William J Squires, BS, *University of Notre Dame,* EdM, *Boston University,* Associate Professor
David Q Thomas, BS, *Pennsylvania State University,* MS, PhD, *Arizona State University,* Assistant Professor
Gordon M Webb, BS, *University of Massachusetts,* MPH, *University of Florida,* Assistant Professor

Directions to Campuses
Harbor Campus Area



The Harbor Campus

The College of Arts and Sciences, the College of Education, the College of Management, the College of Nursing, and the Physical Education and Fitness Program are located at the Harbor Campus, which is only three miles from downtown Boston and is easily accessible by public or private transportation.

By car from the north or west: Take the Southeast Expressway to exit 15 (JFK Library/South Boston/Dorchester) and follow the University of Massachusetts signs along Columbia Road and Morrissey Boulevard to the campus. By car from the south: Take the Southeast Expressway to exit 14 (JFK Library/Morrissey Boulevard) and follow Morrissey Boulevard northward to the campus.

On the MBTA: Take Red Line to JFK/UMass Station. A free shuttlebus will carry you from the "T" parking lot to the campus. MBTA buses following Route 16 also stop at the campus.

Campus parking facilities: Indoor and outdoor space is available.

The Downtown Center

The University's Downtown Center, home of the College of Public and Community Service, is at the corner of Stuart and Arlington Streets in Park Plaza, one block from the MBTA Green Line Arlington Station. A Free shuttlebus service connects the Harbor and Downtown campuses.

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Note: Index entries in boldface type designate **departments** *(College of Arts and Sciences, College of Management);* **academic centers** *(College of Public and Community Service);* **majors, tracks, specializations, programs of study,** *and* **groups of courses** *(College of Arts and Sciences, College of Education);* **concentrations** *(College of Management, Program in Physical Education and Fitness);* **certificate programs** *(College of Public and Community Service).*

The University's academic units are abbreviated in this index as follows: CAS (College of Arts and Sciences); CEd (College of Education); CM (College of Management); CN (College of Nursing); CPCS (College of Public and Community Service); PEF (Program in Physical Education and Fitness).

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